

2019-20
Performance Management
Framework
Policy & Technical Guide

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About the DC Public Charter School Board

In school year 2019-20, the DC Public Charter School Board (DC PCSB) oversees 62 Local Education Agencies (LEAs) at 124 schools, which will serve about 44,000 students from every ward of the city. The organization's mission is to provide high-quality public school options for District of Columbia students, families, and communities through four functions:

- *A comprehensive application review process* – ensures that the DC PCSB approves only those charter school applications that will prepare and train students for postsecondary experiences and individual career paths.
- *Effective oversight* – holds schools to high standards, with extensive reviews and data collection, and makes oversight decisions with students' best interests in mind.
- *Meaningful support* – provides clear feedback and increased oversight to low-performing schools, and rewards consistently high-performing schools with more autonomy.
- *Active engagement of stakeholders* – solicits community input and strives to be responsive to and transparent with all who are affected by public charter schools.

DC PCSB's vision is to lead the transformation of public education in DC and to serve as a national model for charter school authorizing and accountability.

At the heart of the organization's core values is the belief that every student is entitled to a high-quality education that will enable him or her to leave school well-prepared for college and careers.

A Board of seven with a professional staff of 40 is responsible for the oversight and management of the organization's mission and vision. Board members are nominated by the mayor and confirmed by the DC Council.

DC PCSB's Performance Management Framework

The School Reform Act (SRA) grants DC PCSB authority to hold DC public charter schools (PCSs) accountable for fulfilling their duties and obligations under the SRA. DC PCSB has created the Performance Management Framework (PMF) to hold schools serving similar grades to the same set of standards.

The Performance Management Framework Policy & Technical Guide (PMF Guide) outlines DC PCSB's process of evaluating and publicly reporting the performance of the public charter schools under its authority. It was created so that school leaders, data managers, families, and other stakeholders would understand how each PMF score was calculated, which measures are used, and how these measures are weighed to form a score.

There are currently four frameworks:

- Early Childhood, Elementary School, and Middle School Performance Management Framework ([PK-8 PMF¹](#))
 - Any school that serves any grades between pre-kindergarten and grade 8.
- High School Performance Management Framework ([HS PMF](#))
 - Any school that starts in grades 8 or 9 and ends in grade 12 with students receiving a high school diploma.
- Adult Education Performance Management Framework ([AE PMF](#))
 - Any school that meets the federal definition of adult education.
- Alternative Accountability Framework ([AAF](#))
 - The guidelines for how a school qualifies to be evaluated under Alternative Accountability.

Who Gets a PMF Score and Tier

Each public charter school is measured by a Performance Management Framework. If a school has more than one campus, each campus receives a separate PMF. For example, a school with two campuses, each serving grades PK-8, would receive a separate PK-8 PMF for each campus. If a campus spans more than one PMF grade span, each grade configuration is scored and reported separately. For example, a campus serving grades PK-12 will receive a PK-8 PMF for grades PK-8 and a HS PMF for grades 9-12.

When the DC PCSB Board (Board) uses the PMF score as input on decisions regarding expansion to serve additional grade levels, replication of campuses,

¹ This portion of the PMF had been referred to as the Early Childhood/Elementary School/Middle School or EC/ES/MS PMF. PK stands for pre-kindergarten.

enrollment ceiling increases, and charter renewal or review decisions, it will evaluate all of the campuses and grades within the school.²

Determining Campuses

Each public charter school determines its school configuration based on the [Definition of School, Campus, and Facility policy](#). All changes to school configuration must undergo Board approval and a charter amendment.

New Schools

A new public charter school or a new campus of an existing public charter school will receive a published PMF score if the school meets the minimum point requirement, but the school will not be tiered during its first year of operation. Beginning in its second year, the campus will be given a score and a tier.

Expansion Campuses, including Asset Acquisitions

If an LEA is authorized to expand or replicate or acquires the assets of another LEA that ceases operations, the new LEA's campus(es) will be treated as a new school and scored as such on the PMF.

When more than 50.0% of students at a PK-8 or HS campus attended a non-terminal grade of a closed PK-8 or HS campus from another charter LEA the prior year, no tier or score will be published for the receiving PK-8 or HS campus.

How Tiers are Determined

Most campuses will receive a tier that indicates whether the school was high performing, mid performing, or low performing for the past academic year. Tiers are calculated based on the total number of points earned for the PK-8 PMF, the HS PMF, and the AE PMF. Points are not rounded up to the next whole number.

- **PK-8 PMF, HS PMF, and AE PMF:** Using a 100-point scale, schools serving a traditional school-aged population of pre-kindergarten through grade 12 and schools serving adult students will be identified as Tier 1, Tier 2, or Tier 3 based on the school's overall performance on multiple categories. For schools under the PK-8 and HS frameworks,

² Under DC law, each public charter school is a separate Local Education Agency (LEA). In this guide the word "school" means LEA, and the two terms are used interchangeably.

categories measure student achievement on state assessments in English language arts (ELA) and math, student growth over time, teacher interaction in pre-kindergarten classrooms, attendance, and re-enrollment. For schools under the AE framework, categories measure student growth over time, secondary credential attainment, college and career readiness, attendance, and persistence.

- Schools with Tier 1 status earn at least 65.0% of the possible points.
- Schools with Tier 2 status earn 35.0% to 64.9% of the possible points.
- Schools with Tier 3 status earn less than 35.0% of the possible points.

Exceptions for Tiering using the PK-8 PMF:

- New schools that are growing one grade at a time that do not yet serve grade 4 or higher and also do not use Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) will receive an overall score but no tier. (Note: Schools that choose to give NWEA MAP will follow the framework guidelines for schools ending prior to grade 4 and will receive a tier.)

Exceptions for Tiering using the AE PMF:

- For school year 2019-20, AE schools' Adult Basic Education (ABE) Educational Gain (a Student Progress measure) performance will be exempted from the total possible points a school can earn. Additionally, AE schools whose 2018-19 ABE Educational Gains points possible total (or exceed) 33.3 points will receive neither a score nor a tier. These exceptions are being implemented because AE schools are required to use newly approved, more rigorous ABE assessments in school year 2019-20.
- **AAF:** Schools approved for the AAF are neither scored nor tiered.

How DC PCSB Responds to Tiers

DC PCSB responds to schools that perform at the varying performance levels by offering more or less on-site oversight and by awarding schools with higher scores permission to replicate or expand their programs. Schools earning fewer points are monitored closely for charter goal attainment.

Tier 1

High performing campuses are publicly recognized as such by DC PCSB and are generally exempt from Qualitative Site Reviews (QSRs) unless conducted as part of the school's periodic charter review or renewal.³ LEAs at which all of their schools are consistently earning Tier 1 status are encouraged to expand, replicate, or otherwise grow to serve more students.

Tier 2

Mid-performing campuses are generally exempt from QSRs unless conducted as part of the charter review or renewal.

Lower performing Tier 2 schools (e.g., scoring 35.0% - 45.0%) are often not achieving their charter goals and student academic achievement expectations as set forth in their charter. Not achieving a school's charter goals puts the school at risk of non-renewal or non-continuance. DC PCSB will generally meet with the school leader(s) and board members to review the school's status.

Tier 3

If a campus earns a Tier 3 status, it is likely failing to meet its charter goals and student academic achievement expectations as set forth in its charter. DC PCSB conducts a QSR during the following school year. DC PCSB also meets with the school leader(s) and board members.

Tier 3 PMF results that meet one or more of the following criteria may be subject to a high-stakes review as a Candidate for Charter Revocation to determine whether the school's charter should be revoked pursuant to the SRA.

- PK-8, HS, or AE PMF score of 20.0% or lower in the most recent year.
- PK-8, HS, or AE PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.

³ Schools designated as Comprehensive Support and Improvement Schools by the Office of the State Superintendent of Education (OSSE) are also subject to QSRs, pursuant to DC's ESSA (Every Student Succeeds Act) agreement with OSSE.

- Any school performing in Tier 3 for any three of the previous five years.

Schools that are Candidates for Charter Revocation as a result of their Tier 3 status undergo a high-stakes review immediately to gather qualitative and quantitative evidence to determine whether the school has met its Charter Goals and is otherwise compliant with the SRA. Prior to the charter’s expiration, the SRA gives DC PCSB discretion over whether or not to revoke a charter for failure to meet Charter Goals. In the case of Candidates for Charter Revocation, DC PCSB staff will generally recommend charter revocation if a school has failed to meet any of its Charter Goals.

How Scores Are Calculated

This evaluation framework comprises categories, measures, and metrics. This structure has been adapted from a report by the National Consensus Panel on Charter School Academic Quality.⁴

- **Categories** are defined as “general dimensions of quality or achievement.” These are groups of measures such as “student achievement” “student progress,” or “school environment.”
- **Measures** are defined as “general instruments or means to assess performance in each area defined by a category.” Each category contains one or more specific measures, such as “percentage of students scoring College and Career Ready on the PARCC,”⁵ or “school re-enrollment rate.”
- **Metrics** are defined as “the calculation method or formula for a given measure.”

Categories

For each framework, categories were developed to capture the most important aspects of a school’s academic program.

For schools serving grades PK-12, the categories are:

⁴ See “A Framework for Academic Quality,” National Consensus Panel on Charter School Academic Quality, June 2008, available at http://www.publiccharters.org/wp-content/uploads/2014/01/NAPCS_CSQC_Report_20110402T222336.pdf.

⁵ The PARCC (Partnership for Assessment of Readiness for College and Career) is the assessment given to all DC public school students in English Language Arts and Mathematics, beginning with the 2014-15 school year.

- Student academic achievement, such as the percentage of students scoring College and Career Ready on the PARCC in English language arts or mathematics.
- Student progress, as measured by the Median Growth Percentile, which assesses the relative year-to-year progress made by individual students at a school.
- School environment, such as attendance and re-enrollment rates.
- “Gateway,” which contains, for high schools measures indicative of post-high school success, such as high school graduation rates.

For schools serving an adult population, the categories include:

- Student achievement and progress in specific programs (measured by progress through the various levels of English as a second language and adult basic education).
- College and career readiness outcomes.
- Leading Indicators, such as attendance and rates, that capture the student’s likelihood of completion.

Calculating a School’s Score

Each measure has a “Points Possible,” which is the maximum possible points that can be awarded for that measure. Each measure also has an established floor and target.

The floor determines the minimum value for which any points are awarded. Schools do not receive points for values that are at or below the floor. For example, if the re-enrollment floor were 60.0%, a school where 60.0% or fewer of its students re-enroll would not receive any points for the measure.

The target determines the value at which the maximum points for a common measure are awarded. Schools do not receive additional points for values that are above the target. For example, if the target for re-enrollment is 90.0%, a school where 95.0% of its students re-enroll would receive the full amount of points available for the measure, but no more.

Depending on the school’s score on each measure and its position between the floor and target, it will receive incrementally more points the higher the score. For example, if the floor for re-enrollment was 60.0% and the target was 90.0%, a school that earned a 75.0% re-enrollment rate would receive exactly half of the total amount of possible points because its score fell halfway between the floor and the target.⁶

⁶ Each year, DC PCSB will follow the business rules outlined in this document to determine if the floors and targets for each measure should be revised based on updated data. Any revisions will be voted on by the Board with opportunity for public review and comment.

A school's overall PMF score is calculated by taking the sum of the points earned by the school for all of the measures for which it was eligible and dividing it by the maximum possible score that could have been earned by the school. For example, if a school's total earned points for all measures was 60, and the total possible points that could have been earned was 80, the school's PMF score would be 60/80, or 75.0%.

A school must be eligible for a minimum of 50 points possible on the PMF score for the score to be displayed. If a school is not eligible for at least 50 possible points (for example, a high school opening with only grade 9 or an early childhood campus only opening with PK grades but growing into an elementary school), the rates for each measure will be displayed but an overall score will not be calculated or displayed.

Untiered Measures

The PK-8 PMF has additional stand-alone measures for grades PK-2. These additional measures are not included in the overall score or tier for the school unless stated otherwise in the [PK-8 PMF](#) section of this document. These measures are displayed on the school's PMF report and are considered as part of the school's overall information for reviews and renewals.

Mission Specific Goals

Schools may display a Mission Specific Goal on the PMF. These data are not included within the tiered PMF as they are unique to the individual school. When a school applies to display a Mission Specific Goal on the PMF, the school will also negotiate a performance display range with DC PCSB. The Mission Specific Goal must already be approved in the school's charter. Schools can apply to display a mission specific goal through DC PCSB's [charter amendment](#) process.

Metrics

The metrics, or data sources and calculation rules used for each measure, are outlined in the appropriate section of this PMF Guide. Schools provide DC PCSB with the underlying student performance data for rates to be calculated at the campus level for each PMF. In some cases, such as state assessments achievement and progress, pre-kindergarten climate, and graduation rates, the Office of the State Superintendent of Education (OSSE) provides DC PCSB with the final rates. There is always a validation process in which the school affirms that the data are correct and that the calculation is accurate. DC PCSB complies with FERPA (the Federal Educational Rights and Privacy Act) and takes every precaution not to publish data that would allow anyone to identify a specific student.

When No Data Are Available

DC PCSB will not report the results when no data are available for the campus due to issues beyond the school's control, such as an error with the results coming from the testing company. The points associated with that measure are removed and the total possible points are adjusted. For example, a first-year school does not have a re-enrollment rate. In this case, the re-enrollment rate is not applicable, and the total score is out of 90 points instead of 100.

DC PCSB will report results as zero and the school will not receive points if the school made an error causing no data to be available, such as failing to provide data to DC PCSB or failing to administer an assessment. This measure will be included in the calculation of the total points possible in the PMF.

Minimum Cohort Sizes

DC PCSB will not report results when fewer than 10 students are included in a particular measure. The points associated with that measure will be removed from the total points possible in the PMF.⁷

Rounding

All final data and metrics are rounded to the nearest tenth. DC PCSB makes every effort to retain the data it receives until final results are presented. Data are stored to the number of digits originally provided by the publisher, school, or LEA and all rates and percent of points earned are rounded only at the display stage. The points earned on a measure are calculated from the unrounded rates and then rounded to the nearest tenth prior to calculating a school's overall PMF score.

⁷ DC PCSB will report results in all cases where 10 or more students are included in a metric result, even if less than 5.0% or greater than 95.0% of the students meet the criteria.

**Early Childhood/Elementary School/Middle
School
(PK-8) PMF**

PK-8 School Performance Management Framework

This overarching framework covers all school campuses with pre-kindergarten-3 (PK3) through grade 8. Given that schools have different start and end grade combinations; the framework has slight differences depending on the grade level(s) the campus serves. DC PCSB has adopted five unique configurations of this framework to allow flexibility for the unique starting and ending grade levels of charter schools.

Exceptions to this framework:

- If a school ends in grade 9 and has at least two grades between grades 6 and 8 (i.e., grades 7 and 8), it is evaluated using the PK-8 PMF, and grade 9 is considered part of this framework rather than as part of the high school framework.
- For schools starting in grade 8 and serving grade 9 and above, the grade 8 is considered part of the high school framework rather than part of the PK-8 PMF.

Categories

DC PCSB will use three categories to measure academic performance for all schools serving grades PK-8:

- (1) **Student Progress:** This category includes measures that capture student academic growth in English language arts and math from spring-to-spring on a standardized assessment. Every eligible student is included in this category.
- (2) **Student Achievement:** This category includes measures that capture student academic achievement in English language arts and math in any given year or years. It is generally described as “percentage of students scoring” at a grade-level standard. Every eligible student in grades 3 through grade 8 is included in this category.
- (3) **School Environment:** This category includes measures that capture a school’s climate such as attendance rate, re-enrollment rate (as calculated from audited enrollment to audited enrollment), and for pre-kindergarten classrooms, teacher interaction as measured by the Classroom Assessment Scoring System (CLASS).

These three core categories of academic performance apply to every school ending in grades 3-8, with different points assigned to the categories depending on the grade span of the school. Student achievement is not applicable for schools ending in grades PK-2 because there is no state assessment for these grades.

Measures, Floors, and Targets for the Tiered Portion of the PK-8 PMF

Each category has an approved set of measures. To assign points, each measure has a floor and a target in which points are earned. Depending on the school's score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score, up to the maximum number of points for that measure, which is determined by the "points possible" column.

The floor determines the minimum value for which any points are awarded. Schools receive no points for values that are below the floor. The target determines the value at which the maximum points for a measure are awarded. Schools receive no additional points for values that are above the target. Floors and targets are calculated using the formulas in the following sections. DC PCSB holds floors and targets steady for two years when the measure has been established with at least three years of data. In each section, under the floor and target, the technical guide notes if the floor and target is being held for longer than one year.

Student Progress Category

Student progress is a measure of student growth over the course of a year. For schools ending in grades K-3, DC PCSB uses the median of the school's Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) student level conditional growth percentile (CGP) as the growth measure. For schools ending in grades 4-8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC) as the growth measure.

1. Progress Measure for grades K-3
 - a. Measure: NWEA MAP's CGP captures the student's percentile of growth compared to all students in the same grade with the same starting RIT score in grades K-3 to measure student progress.⁸ The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score. Note: this measure is included in the tiered portion of the PMF only for schools ending in grades kindergarten, 1, 2, or 3.
 - (1) A CGP is calculated for each student by the publisher, which shows how the student performed compared with other students, nationally, who take NWEA MAP.
 - (2) All students' CGP scores for a school are arrayed from high to low and the median of these scores becomes the school's growth score for both ELA and Math. The higher the score, the

⁸ See NWEA's 2015 Norms Report, section 4.2.2 for additional information. The Conditional Growth tables are in Appendix E of this report.

more improvement students made compared with all students, nationally, who are taking the same assessment.

(3) This is a one-year measure.

- b. Floor and Target: The floor for median CGP is 30 and the target is 70. CGP is centered at 50.

| Measure | Floor | Target |
|------------------------|--------------|---------------|
| NWEA MAP Growth – ELA | 30.0 | 70.0 |
| NWEA MAP Growth – Math | 30.0 | 70.0 |

- c. New and expanding schools: If a new and expanding school adds grade 4 for the first time and does not have enough students to meet the minimum cohort size for a valid Median Growth Percentile score, DC PCSB shall calculate the school’s K-3 NWEA MAP median CGP to capture growth.

2. Progress Measure for grades 4-8

- a. Measure: MGP captures the median growth of all students’ progress in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium by comparing changes in students’ PARCC scores to changes made by other students with similar score histories on the PARCC in the previous year. Calculating MGP is a four-step process:

- (1) A student growth percentile (SGP) is calculated for each student, which shows how that student performed in this year’s assessment compared with students taking the PARCC who had similar performance in prior assessments. For example, if 20 students had a scale score of 700 on last year’s PARCC test, a student who did better than 15 of those students in this year’s test would have an SGP of 75, since that student did better than 75% of the students with a similar score on last year’s assessment. Scores from all students taking the same assessment in the PARCC consortium are used to determine an academic peer group and to calculate SGPs.

- (2) All students are assigned to a grade band based on the grades served at each school. Generally, students in grades 4-5 will be included in the Elementary Grades band and students in grades 6-8 will be included in the Middle Grades band. For a school serving only one grade outside of these bands, all students’ SGPs will be grouped into the main grade band served at the school. For instance, for a school serving grades 4-6, all SGPs will

be assigned to the Elementary Grades band. For growing schools serving only grades 5-6, the school will be measured on the Middle School band.

- (3) All the students' SGP scores for a school are arrayed from high to low and the midpoint, or median, of these scores becomes the school's median growth percentile, or MGP, for each subject and grade band. The higher the score, the more students are improving compared with students attending other public schools in the PARCC consortium of states.
- (4) DC PCSB calculates a two-year weighted average (by n-size) by averaging the school's MGP values from two consecutive years. The two-year weighted average is used to mitigate fluctuations in scores from year to year. If a school has only one year of MGP data (e.g., it is a new school, offering grade 4 for the first time), only one year of MGP data is used; however, the points possible for the student progress measures is weighted half the points possible outlined in this section.

b. Floor and Target: For the Elementary Grades band, the floor for MGP is 30 and the target is 70. For the Middle Grades band, the floor for MGP is 30 and the target is 65.

| Measure | Floor | Target |
|---|--------------|---------------|
| Median Growth Percentile – ELA (Elementary Grades) | 30 | 70 |
| Median Growth Percentile – ELA (Middle Grades) | 30 | 65 |
| Median Growth Percentile – Math (Elementary Grades) | 30 | 70 |
| Median Growth Percentile – Math (Middle Grades) | 30 | 65 |

Student Achievement Category

OSSE has selected the Partnership for Assessment of Readiness for College and Careers (PARCC) as the state assessment for DC for students in grades 3 through 8. Each student will receive a score and a level, from 1 to 5, as follows:

- Level 1: Did not yet meet expectations of career and college readiness
- Level 2: Partially met expectations of career and college readiness
- Level 3: Approached expectations of career and college readiness
- Level 4: Met expectations of career and college readiness
- Level 5: Exceeded expectations of career and college readiness

OSSE has also selected the Multi-State Alternate Assessment (MSAA) for students with the most significant cognitive disabilities. Each student approved to take the MSAA will receive a score and a level, from 1 to 4, as follows:

- Level 1: Did not meet expectations
- Level 2: Partially met expectations
- Level 3: Met Expectations
- Level 4: Exceeded Expectations

For the PMF, schools are measured as follows:

1. Approaching College and Career Readiness Measure: Achievement Measures for grades 3 through 5 and 6 through 8 (and any subset thereof)⁹:
 - a. Level 3 and above in ELA: The percentage of all students in all tested grades at the school achieving a level 3 or above on the PARCC assessment and level 3 or above on the MSAA assessment in ELA.
 - b. Level 3 and above in math: The percentage of all students in all tested grades achieving a level 3 or above on the PARCC assessment and level 3 or above on the MSAA assessment in math.
2. College and Career Readiness Measure: Achievement Measures for grades 3 through 5 and 6 through 8 (and any subset thereof)⁹:
 - a. Level 4 and above in ELA: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment and level 3 or above on the MSAA assessment in ELA.
 - b. Level 4 and above in math: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment and level 3 or above on the MSAA assessment in math.
3. Floors and Targets
 - a. Approaching College and Career Readiness and Above: DC PCSB set an aspirational target of 100 for level 3 and above.
 - b. College and Career Ready: The target for PARCC level 4+/MSAA level 3+ measures is 100 minus the 90th percentile of DC public charter school performance multiplied by 0.25 added to the 90th

⁹ All students are assigned to a grade band based on the grades served at each school in the above measures. Students in grades 3-5 will be included in the Elementary Grades band and students in grades 6-8 will be included in the Middle Grades band. For a school serving only one grade outside of these bands, all students' achievement outcomes will be grouped into the main grade band served at the school. For instance, for a school serving grades 5-8, all results will be assigned to the Middle Grades band.

percentile of performance¹⁰, calculated using a three-year weighted average.¹¹

- c. The floor for the achievement measures are zero.
- d. The achievement measures have three years of data and are considered established measures (measures with three or more years of data). The College and Career Ready targets are calculated based on data through 2018-19 and set for two years with 2019-20 serving as year one. The floor and target will follow the business rules to be updated for the 2021-22 PMF Policy and Technical Guide.

The table below describes the business rule for determining the floor and target for both Achievement measures.

| Measure | Floor Business Rules | Floor | Target Business Rule | Calculated Target |
|---|----------------------|-------|---|-------------------|
| Level 3: Approaching College and Career Readiness and Above in ELA (Elementary Grades) | 0 | 0 | 100.0 | 100.0 |
| Level 3: Approaching College and Career Readiness and Above in ELA (Middle Grades) | 0 | 0 | 100.0 | 100.0 |
| Level 3: Approaching College and Career Readiness and Above in Math (Elementary Grades) | 0 | 0 | 100.0 | 100.0 |
| Level 3: Approaching College and Career Readiness and Above in Math (Middle Grades) | 0 | 0 | 100.0 | 100.0 |
| Level 4 and 5: College and Career Ready in ELA (Elementary Grades) | 0 | 0 | (100-90 th percentile)*.25 + 90 th percentile | 59.3 |
| Level 4 and 5: College and Career Ready in ELA (Middle Grades) | 0 | 0 | (100-90 th percentile)*.25 + 90 th percentile | 63.4 |

¹⁰ The 90th percentile of performance is calculated for each school year after removing outlier rates, defined as rates that fall more than 1.5 interquartile ranges above the third quartile of school performance.

¹¹ The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

| | | | | |
|---|---|---|---|------|
| Level 4 and 5: College and Career Ready in Math (Elementary Grades) | 0 | 0 | (100-90 th percentile)*.25 + 90 th percentile | 66.5 |
| Level 4 and 5: College and Career Ready in Math (Middle Grades) | 0 | 0 | (100-90 th percentile)*.25 + 90 th percentile | 54.9 |

Student Environment Category

1. Classroom environment/teacher interaction for pre-kindergarten classrooms

a. Measure: DC PCSB uses a Teacher Interaction observational tool to assess pre-kindergarten (PK) instruction known as The Classroom Assessment Scoring System (CLASS). CLASS assesses the typical teacher-student interaction in the classroom. An independent, CLASS-trained observer evaluates every PK classroom. The observer scores the teacher’s performance in three domains (Emotional Support, Classroom Organization, and Instructional Support) on a scale of 1 to 7, with 7 being the highest. For the PK-8 PMF, the score is displayed as a two-year weighted average, with 70% of the weight on the current year score and 30% of the weight on the previous year’s score.

b. Floors and Targets

- i. The business rule for calculating the target for each domain is to follow the publisher’s guidelines for a score of “high,” which means earning 6.0 or above.
- ii. Or, if the sector’s 90th percentile average is more than 0.5 points below the target, the target will be lowered to the 90th percentile, but not lowered below 4.0. In SY 2019-20, the calculated floor for CLASS – Instructional Support changed from 2.0 to 2.5 based on improving sector performance. To better maintain reliability of results, the floor will be moved to 2.25 in SY 2019-20 and 2.5 in SY 2020-21, before following the regular business rules and cycle for every year thereafter.
- iii. The floor is based on the three-year weighted average score of the 10th percentile in DC public charter schools.
- iv. The minimum range between the floor and target must be 1.5 points. If the range between the floor and the target is less than 1.5, the floor will be lowered 1.5 points from the target.
- v. Below are the floors and targets for 2019-20:

| Measure | Floor | Target |
|------------------------|-------|--------|
| Emotional Support | 4.5 | 6.0 |
| Classroom Organization | 4.5 | 6.0 |

| | | |
|-----------------------|---------------------|-----|
| Instructional Support | 2.25 2.0 | 4.0 |
|-----------------------|---------------------|-----|

- c. The CLASS measure has three years of data and is considered an established measure. The floor and target are calculated based on data through 2018-19 and set for two years with 2019-20 serving as year one. The floor and target will follow the business rules to be updated for the 2021-22 PMF Policy and Technical Guide.

2. Attendance

- a. Measure for grades PK3 through 8: DC PCSB measures attendance through the average in-seat attendance (ISA) rate of all students attending the campus in grades PK3 through 8. If the 90th percentile of PK3 and PK4 students ISA rates fall two or more percent below the K-8 90th percentile of ISA rates, DC PCSB will calculate a separate floor and target for this population and calculate a total attendance rate based on n-size. The current data does not support a separate PK measure.
- b. Floor and Target: The floor is set at 85.0 and the target is set at 95.0.

| Measure | Floor | Target |
|---------------------------|-------|--------|
| Attendance (all students) | 85.0 | 95.0 |

3. Re-enrollment

- a. Measure for grades PK3 through 8
Re-enrollment is calculated based on all eligible students who attended the school and were captured in the fall 2018 audit who return to the school and are captured in the school's 2019 audit. Please see the [Data Sources and Methodology](#) table for details on eligibility.
- b. Floor and Target: The floor is set at 67.0 and the target is set at 92.0.

| Measure | Floor | Target |
|------------------------------|-------|--------|
| Re-enrollment (all students) | 67.0 | 92.0 |

- c. Re-enrollment Rate Calculations with Campus Reconfigurations

If an existing school is approved by DC PCSB's Board to reconfigure into two or more campuses, the PMF re-enrollment rate is calculated based on a roster of students audited at the combined campus during the prior school year during the first year after the campus reconfigures. For example, if an LEA approved by DC PCSB to reconfigure its one campus spanning PK through grade 8 into two campuses serving PK-grade 4 and grades 5-8, the re-enrollment rates for each campus during the subsequent year of reconfiguration will be the percentage of students from the grades PK-8 campus in the prior year who were audited at either the grades PK-4 or grades 5-8 campus during the current year, and the re-enrollment rate will be the same for both campuses.

Additional Business Rules for Setting Floors and Targets

Any changes to business rules for the floors and targets will be voted on by the Board after an opportunity for public comment and review. The floors will generally be proposed for revisions according to the business rules described previously, with the following exceptions:

- A measure's floor will not rise by more than 33.3% in any given year. If the weighted average would cause the floor to rise more than 33%, the increase of the floor will be artificially capped at 33.3%.
- If the three-year weighted average floor decreases by more than 33.3%, the decrease of the floor will be artificially capped at 33.3%.
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new state assessment) the floors will be readjusted to the 10th percentile of charter school performance for that new measure using only the year(s) when the new measure is applied and the results are publicly available.¹² For example, for the PARCC, which was first administered in school year 2014-15, the floor was calculated using only that year's data.
- When only two years of data are available as opposed to three years, the floor will be calculated based on the lowest 10th percentile over the past two years, where both years have 50% of the weight.
- When one year of data is available, the floor will be calculated based on the lowest 10th percentile in that year.

Targets will follow the business rules each year, with the following exceptions:

- If the calculated 90th percentile is at or more than 33.3% above the current target, the target will be raised by 33.3%.

¹² This was done in 2015 when the state changed its state assessment from DC CAS to PARCC.

- If a measure is significantly changed (e.g., a new state assessment or a change in formula), and the target is currently not aspirational (e.g., 100%), the target will be recalculated to match the 90th percentile.
- When three years of historical data are not available, such as when a new measure is introduced or the formula is changed, one or two years of data will be used, until three years of data are available.
- If the calculated target exceeds 100%, the target will remain at 100%.

Measures that are not included in the Overall Score or Tier

Schools serving grades PK3, PK4, K, 1, or 2 must include additional measures as untiered measures in the PMF for literacy and math for these grades. These schools also have the option to include an additional untiered measure for social-emotional development. Each measure will include a display range specific to that measure, developed according to the procedures described below. These measures will be considered when evaluating a school's performance but will not be considered when assigning a school a PMF Score or Performance Tier.

1. PK-8 PMF for schools ending in grade 4 or above

Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered measures on the PK-8 PMF. They will be displayed on the PMF scorecard but will not be incorporated into the school's PMF Score or tier because schools use a variety of assessments in these grades and standardization across these assessments does not exist, making it impossible to compare performance of schools using different assessments. A list of these assessment descriptions can be found in [Appendix A](#) of this section.

2. PK-8 PMF for schools ending in grade 3 or below

Student outcomes in school-chosen assessments for literacy, math, and social-emotional development for PK will be untiered stand-alone measures on the PK-8 PMF.

Schools permanently ending in grades K-3 must have student growth captured for grades K-3 through a DC PCSB-approved assessment within the scored section of the PMF; these data are not shown again as untiered goals. DC PCSB has approved for the 2019-20 PMF one assessment to capture growth for grades K through 3: NWEA MAP. Schools may opt out of testing grade 3 students in NWEA MAP since they will also be taking the PARCC.

3. Growing Schools with Grades PK-3

For schools temporarily ending in grades K-3 (because they are growing a grade a year and ultimately will serve grades 4 or above) and that do not use NWEA MAP as a school-chosen assessment, student outcomes in the school-chosen assessments for literacy, math, and social-emotional development for PK through grade 2 will be untiered measures. If the school chooses the NWEA MAP assessment, it will follow the guidelines for PK-8 PMF for schools ending in 3 or below (number 2, above).

If the school chooses any other assessment to measure growth for reading and math other than NWEA MAP, each measure will be handled as a stand-alone goal until the school reaches grade 4 in which the state assessment and MGP will apply, at which time the school will receive a PMF Tier.

Mission Specific Goals

Schools may apply to display a mission specific goal. This data is not included within the tiered PMF as it is unique to the individual school. Schools can apply to display a mission specific goal through DC PCSB's [charter amendment](#) process.

Displaying Untiered Measures

For each assessment a school chooses as a goal that falls into the untiered section of the PMF, the measure will have performance displayed within a range as follows:

- Normed reference display range: floor of 30 – target of 70 (if the norm is based on the 50th percentile)
- Criterion reference display range: floor of 60 – target of 100.
Schools using a combination of normed and criterion reference assessments have a combined display range.

Points Possible for Measures Included in PMF Tier

Category Points by Grade Configuration

Early Childhood Schools with Pre-Kindergarten Grades (Ending Grades K-2)

| Category | Measure | Possible Points | Floor | Target |
|--------------------------------|---|-----------------|----------------|--------|
| Student Progress ¹³ | NWEA MAP Growth – ELA | 25.0 | 30.0 | 70.0 |
| | NWEA MAP Growth – Math | 25.0 | 30.0 | 70.0 |
| Student Achievement | Not Applicable | 0 | Not applicable | |
| | Not Applicable | 0 | | |
| School Environment | Teacher Interaction: CLASS Emotional Support | 10 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Classroom Organization | 10 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Instructional Support | 10 | 2.25 | 4.0 |
| | Attendance | 10.0 | 85.0 | 95.0 |
| | Re-enrollment | 10.0 | 67.0 | 92.0 |
| Total Points Possible | | 100 | | |

Additional measures may be displayed in the Untiered Measures portion of the PMF.

Early Childhood Schools without Pre-Kindergarten Grades (Ending Grades K-2)

| Category | Measure | Possible Points | Floor | Target |
|-----------------------|------------------------|-----------------|----------------|--------|
| Student Progress | NWEA MAP Growth – ELA | 40.0 | 30.0 | 70.0 |
| | NWEA MAP Growth – Math | 40.0 | 30.0 | 70.0 |
| Student Achievement | Not Applicable | 0 | Not applicable | |
| | Not Applicable | 0 | | |
| School Environment | Attendance | 10.0 | 85.0 | 95.0 |
| | Re-enrollment | 10.0 | 67.0 | 92.0 |
| Total Points Possible | | 100 | | |

¹³ New Early Childhood schools that begin in grades PK-3 will be placed on the above framework if they use NWEA MAP or another PCSB-approved assessment for the Campus-Level PMF. Once a school has 4th grade, the campus will receive a PMF for schools ending in 4-8. If the above PMF is not released for the school, the school will be held accountable for the EC Growing School scorecard.

Elementary Schools with Pre-Kindergarten grades (Ending Grade 3)

| Category | Measure | Possible Points | Floor | Target |
|--|---|-----------------|-------|--------|
| Student Progress ¹¹ (Grades K-3) | NWEA MAP Growth – ELA | 22.5 | 30.0 | 70.0 |
| | NWEA MAP Growth – Math | 22.5 | 30.0 | 70.0 |
| Student Achievement | Level 3: Approaching College and Career Readiness and Above in ELA (Elementary Grades) | 6.0 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math (Elementary Grades) | 6.0 | 0 | 100.0 |
| | College and Career Ready in ELA (Elementary Grades) | 4.0 | 0 | 59.3 |
| | College and Career Ready in Math (Elementary Grades) | 4.0 | 0 | 66.5 |
| School Environment | Teacher Interaction: CLASS Emotional Support | 4.0 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Classroom Organization | 4.0 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Instructional Support | 4.0 | 2.25 | 4.0 |
| | Attendance | 9.0 | 85.0 | 95.0 |
| | Re-enrollment | 9.0 | 67.0 | 92.0 |
| Total Points Possible | | 95 | | |

Additional measures may be displayed in the Untired Measures portion of the PMF.

Elementary Schools Without Pre-Kindergarten Grades (Ending in Grade 3)

| Category | Measure | Possible Points | Floor | Target |
|--|------------------------|-----------------|-------|--------|
| Student Progress ¹¹ (Grades K-3) | NWEA MAP Growth – ELA | 25.0 | 30.0 | 70.0 |
| | NWEA MAP Growth – Math | 25.0 | 30.0 | 70.0 |

| | | | | |
|-----------------------|---|------|------|-------|
| Student Achievement | Level 3: Approaching College and Career Readiness and Above in ELA (Elementary Grades) | 7.5 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math (Elementary Grades) | 7.5 | 0 | 100.0 |
| | Level 4 and 5: College and Career Ready in ELA (Elementary Grades) | 5.0 | 0 | 59.3 |
| | Level 4 and 5 College and Career Ready in Math (Elementary Grades) | 5.0 | 0 | 66.5 |
| School Environment | Attendance | 10.0 | 85.0 | 95.0 |
| | Re-enrollment | 10.0 | 67.0 | 92.0 |
| Total Points Possible | | 95 | | |

Additional measures may be displayed in the Untiered Measures portion of the PMF.

Elementary/Middle Schools with Pre-kindergarten Grades (Ending Grades 4-8)

* For schools only serving elementary (PK-5) or middle (6-8) grades, the possible points will be doubled for both Student Progress and Student Achievement Categories. The Total Possible Points will remain the same.

| Category* | Measure | Possible Points | Floor | Target |
|-------------------------------|---|-----------------|-------|--------|
| Student Progress (grades 4-8) | Median Growth Percentile – ELA (Elementary Grades) | 8.75 | 30.0 | 70.0 |
| | Median Growth Percentile – ELA (Middle Grades) | 8.75 | 30.0 | 65.0 |
| | Median Growth Percentile – Math (Elementary Grades) | 8.75 | 30.0 | 70.0 |
| | Median Growth Percentile – Math (Middle Grades) | 8.75 | 30.0 | 65.0 |

| | | | | |
|-----------------------|--|------|------|-------|
| Student Achievement | Level 3: Approaching College and Career Readiness and Above in ELA (Elementary Grades) | 3.75 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in ELA (Middle Grades) | 3.75 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math ((Elementary Grades) | 3.75 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math (Middle Grades) | 3.75 | 0 | 100.0 |
| | Level 4 and 5: College and Career Ready in ELA (Elementary Grades) | 2.5 | 0 | 59.3 |
| | Level 4 and 5: College and Career Ready in ELA (Middle Grades) | 2.5 | 0 | 63.4 |
| | Level 4 and 5: College and Career Ready in Math (Elementary Grades) | 2.5 | 0 | 66.5 |
| | Level 4 and 5: College and Career Ready in Math (Middle Grades) | 2.5 | 0 | 54.9 |
| School Environment | Teacher Interaction: CLASS Emotional Support | 4.0 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Classroom Organization | 4.0 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Instructional Support | 4.0 | 2.25 | 4.0 |
| | Attendance | 9.0 | 85.0 | 95.0 |
| | Re-enrollment | 9.0 | 67.0 | 92.0 |
| Total Possible Points | | 90 | | |

Additional measures may be displayed in the Untiered Measures portion of the PMF.

Elementary/Middle Schools without Pre-kindergarten Grades (Ending Grades 4-8)

* For schools only serving elementary or middle grades, the possible points will be doubled for both Student Progress and Student Achievement Categories. The Total Possible Points will remain the same.

| Category* | Measure | Possible Points | Floor | Target |
|-------------------------------|---|-----------------|-------|--------|
| Student Progress (grades 4-8) | Median Growth Percentile – ELA (Elementary Grades) | 10.0 | 30.0 | 70.0 |
| | Median Growth Percentile – ELA (Middle Grades) | 10.0 | 30.0 | 65.0 |
| | Median Growth Percentile – Math (Elementary Grades) | 10.0 | 30.0 | 70.0 |
| | Median Growth Percentile – Math (Middle Grades) | 10.0 | 30.0 | 65.0 |
| Student Achievement | Level 3: Approaching College and Career Readiness and Above in ELA (Elementary Grades) | 4.5 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in ELA (Middle Grades) | 4.5 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math (Elementary Grades) | 4.5 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math (Middle Grades) | 4.5 | 0 | 100.0 |
| | Level 4 and 5: College and Career Ready in ELA (Elementary Grades) | 3.0 | 0 | 59.3 |
| | Level 4 and 5: College and Career Ready in ELA (Middle Grades) | 3.0 | 0 | 63.4 |
| | Level 4 and 5: College and Career Ready in Math (Elementary Grades) | 3.0 | 0 | 66.5 |
| | Level 4 and 5: College and Career Ready in Math (Middle Grades) | 3.0 | 0 | 54.9 |
| School Environment | Attendance | 10.0 | 85.0 | 95.0 |
| | Re-Enrollment | 10.0 | 67.0 | 92.0 |
| Total Possible Points | | 90 | | |

Early Childhood Growing Schools without DC PCSB-approved PMF

Growth Assessment

| Category | Measure | Possible Points | Floor | Target |
|-----------------------------------|---|-----------------|----------------|--------|
| Student Progress | Not Applicable | 0 | Not Applicable | |
| | | | Not Applicable | |
| Student Achievement ¹⁴ | Level 3: Approaching College and Career Readiness and Above in ELA (Elementary Grades) | 0 | 0 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math (Elementary Grades) | 0 | 0 | 100.0 |
| | Level 4 and 5: College and Career Ready in ELA (Elementary Grades) | 0 | 0 | 59.3 |
| | Level 4 and 5: College and Career Ready in Math (Elementary Grades) | 0 | 0 | 66.5 |
| School Environment | Teacher Interaction: CLASS Emotional Support | 20.0 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Classroom Organization | 20.0 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Instructional Support | 20.0 | 2.25 | 4.0 |
| | Attendance | 20.0 | 85.0 | 95.0 |
| | Re-Enrollment | 20.0 | 67.0 | 92.0 |
| Total Points Possible | | 100 | | |

This framework will receive an overall score but not a tier since student progress and achievement are not included in the overall score. A tier will be assigned when the school grows to include grade 4.

¹⁴ For the year the growing school ends in grade 3, DC PCSB will display the grade 3 PARCC results with the same floors and targets used for these measures.

Schools with only PK Grades: PK Only PMF

DC PCSB designed a performance framework for schools who are approved to only serve grades PK3 and PK4. Schools that serve grades K-12 in their network or new schools beginning in only PK grades and adding a grade each year, are not eligible for this framework. PK Only schools are unique because there is no PK state assessment or a common assessment to use for accountability in these grades. The framework for PK Only Schools includes the following categories:

1. **Student Outcomes:** This Category includes measures that capture student achievement and/or growth in pre-literacy skills, math, and social emotional learning. The publisher determines the targets for student growth or achievement for these developmentally appropriate student assessments. While PK student outcomes are only displayed (not included for points) on the scorecards for all other grade configurations, PK Only Schools asked that PK student outcomes be included for this framework.
2. **School Environment:** This category includes measures that capture the climate such as attendance rates and prekindergarten teacher-student interaction.

Measures, Floors, and Targets

The following are the measures used in the PK Only PMF:

Student Outcomes

Schools can choose the appropriate assessment to measure the skills of pre-literacy, math, and social emotional learning for PK students. Currently, the schools that have PK Only campuses use the following assessments: Every Child Ready, Teaching Strategies GOLD, PPVT, TEMA, and DECA.

Floors and Targets: DC PCSB set the floors and targets for each assessment to align to charter goals for consistency. The minimum range between the floor and target for PK Student Outcomes is 15 points. The floors and targets for Student Outcomes will be re-assessed every three years, with the last recalculation in 2018-19. The floors and targets will be re-assessed next in in 2021-22.

| | Every Child Ready | | | Teaching Strategies Gold | | | PPVT | TEMA | DECA |
|--------|-------------------|------|---------------------------|--------------------------|------|---------------------------|--------------|------|---------------------------|
| | Pre-literacy | Math | Social Emotional Learning | Pre-literacy | Math | Social Emotional Learning | Pre-literacy | Math | Social Emotional Learning |
| Floor | 65 | 65 | 65 | 85 | 85 | 85 | 80 | 70 | 65 |
| Target | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 95 |

School Environment

Classroom environment/teacher interaction for pre-kindergarten classrooms

- a. Measure: DC PCSB uses scores from a Teacher Interaction observational tool to assess pre-kindergarten (PK) instruction. The Classroom Assessment Scoring System (CLASS) assesses the typical teacher-student interaction in the classroom. CLASS is observed the same across all PK classrooms for the PMF. Please see page 20 in the PK-8 PMF section for the description of CLASS and business rules for floors and targets.

3. Attendance

- a. Measure for PK3 and PK4: DC PCSB measures attendance through the in-seat attendance (ISA) rate of all students attending the campus in grades PK3 and PK4.
- b. Floor and Target
The floor and target are calculated based on the previous three years of ISA rates. The floor is set at the 10th percentile of PK Only School performance and the target is set at the 90th percentile of PK Only School performance, with a three-year weighted average.¹⁵ The minimum range between the floor and target must be 10 points. If the range between the calculated floor and target is less than 10 points, the floor will be lowered by 10 points from the target.

The PK attendance measure has three years of data and is considered an established measure. The floor and target are calculated based on data through 2018-19; the floor and target are set for two years with 2019-20 serving as year one. The floor and target will follow the business rules to be updated for the 2021-22 PMF Policy and Technical Guide.

In-Seat Attendance floor and target for 2019-20:

| Measure | Floor | Target |
|---------------------------|-------|--------|
| Attendance (all students) | 82.3 | 92.3 |

¹⁵ The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

Points Possible for PK Only Framework

| Category | Measure | Possible Points | Floor | Target |
|-----------------------|--|-----------------|----------------|--------|
| Student Outcomes | Pre-literacy | 15.0 | ^ | ^ |
| | Math | 15.0 | ^ | ^ |
| | Social Emotional Learning (optional) ¹⁶ | 15.0 | ^ | ^ |
| Student Achievement | Not Applicable | 0 | Not applicable | |
| | Not Applicable | 0 | | |
| School Environment | Teacher Interaction: CLASS Emotional Support | 15 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Classroom Organization | 15 | 4.5 | 6.0 |
| | Teacher Interaction: CLASS Instructional Support | 15 | 2.25 | 4.0 |
| | Attendance | 10.0 | 82.3 | 92.3 |
| Total Points Possible | | 100 | | |

^ Please see the table on page 31 for the floors and targets related to student outcomes.

¹⁶ For a school not choosing to include the optional social-emotional assessment for PK Only Student Outcomes, the points are redistributed evenly between the subjects of pre-literacy and math.

Data Sources and Methodology

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|------------------|--|--|--|---|
| Student Progress | Median Growth Percentile for Elementary and Middle Grades (Grades 4-8) | <p>Growth measure that tells how much change or growth there has been in student performance from year to year.</p> <p>To lessen some of the observed year-to-year variability in the MGPs, DC PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years.</p> | <p>Score as provided by OSSE and validated by schools.</p> <p>Components Median Growth Percentile Score is calculated by identifying the median score of:</p> <ul style="list-style-type: none"> Grades 4-5 and 6-8: All students who attended the campus for the full academic year (FAY) in SY 2019-20 in grades 4-8 and all students who attended a campus in SY 2018-19 in grades 4-8 for whom there was a PARCC score in ELA for two years in two consecutive grade levels. Grades 4-5 and 6-8: All students who attended the campus for the full academic year (FAY) in SY 2019-20 in grades 4-8 and all students who attended a school in SY 2018-19 in grades 4-8 for whom there was a PARCC score in math for two years in two consecutive grade levels. <p>Notes:</p> <ul style="list-style-type: none"> Students will be assigned to the Elementary Grades or Middle Grades band prior to the calculation of the Median Growth Percentile, as defined in the measure description. If a school has only one year of MGP data (e.g., it is a new school, offering grade 4 for the first time), only one year of MGP data is used but the points possible for the student progress measures is weighted half the points possible outlined in this section. N-size: If an early childhood growing school (a school that has PK – 3 grades and is adding a grade annually) adds grade 4 for the first time and does not have a minimum of 10 students to display MGP, the school will use K-3 NWEA MAP median CGP for one additional year. Once the school has two years of MGP data, the school will display MGP and not continue to use NWEA MAP for Student Progress. The N-size must be at least 10 for each year. If the most current year has an n-size of 10 or greater but the year prior does not, only the current year will be included in the | <p>A measure of student progress that compares changes in a student's PARCC scores to other students with similar score performance profiles. It tells how much change or growth there has been in performance from year to year.</p> <p>Requirement of two years of PARCC results of each student, but not necessarily from the same school (e.g., the baseline PARCC score can be from a different school).</p> |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|-------------------------|--|---|--|---|
| | | | <p>calculation, and the points possible of the measure is weighted half the points possible outlined in this section (see note above). If the year prior has an n-size of 10 or greater but the current year does not, growth will not be reported on the scorecard.</p> <p>Validation: OSSE calculates and validates this measure with schools.</p> <p>References: http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf http://www.schoolview.org/GMFAQ.asp http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Growth%20Tech%20Report.pdf</p> | |
| Student Progress | NWEA Measures of Academic Progress (MAP) – DC PCSB-approved Growth Assessment | Growth measure that tells how much change or growth there has been in student performance | <p>Components</p> <p>Median Student Conditional Growth Percentiles (CGP) is calculated by identifying the median score of:</p> <ul style="list-style-type: none"> Grades K-3: All students who attended the campus for the full academic year (FAY¹⁷) in school year (SY) 2019-20 in grades K-3 in schools ending in grades K-3 using NWEA MAP CGP in ELA from the prior spring to the current spring (fall to spring of the current year only for new students entering the LEA or for students who did not have a spring score the prior year) for the current year. | <p>A measure of student progress that compares changes in a student's scores to a norm-referenced population.</p> <p>It tells how much change or growth there has been in</p> |

¹⁷ Full Academic Year (FAY) Business Rule

The roster of eligible students included in each early childhood assessment (PK, K-2, and K-3 NWEA MAP) includes those who meet the Full Academic Year requirement (FAY). For these assessments only, FAY is defined as the students who are included in the school's audit for the EC grades through the last day of the end-of-year testing window. If the publisher has specific testing windows from the start of school year that cannot be moved, students enrolled five instructional days prior to the end of the fall testing window will count for the audit date. Early childhood students who meet the criteria for medical exemption on the state assessment may be deemed ineligible for these measures. LEAs will submit early childhood testing windows to DC PCSB annually for verification of eligibility under this under this business rule. This business rule will be used for all PK-2 Early Childhood data.

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------------------|------------------------------|------------------------------|--|---------------------------------------|
| | (Grades K-3) | from spring to spring. | <ul style="list-style-type: none"> Grades K-3: All students who attended the campus for the FAY in SY 2019-20 in grades K-3 in schools ending in grades K-3 using NWEA MAP CGP in MATH from the prior spring to the current spring (fall to spring of the current year only for new students entering the LEA and for students who did not have a spring score the prior year) for the current year. <p>Schools will submit the Achievement Status and Growth (ASG) Summary Class Report based on the 2015 norms for both literacy and math. For students who repeat the assessment, DC PCSB will use the most accurate score in accordance with the publisher, which has the lowest Standard Error (SE), as reported in the ASG report.</p> <p>Note:</p> <ul style="list-style-type: none"> Schools may opt out of testing 3rd grade students in NWEA MAP since they will also be taking the PARCC. Eligible students without a CGP in a subject will be counted as a zero in the respective measure prior to identifying the median value. N-size: If an early childhood growing school (a school that has PK – 3 grades and is adding a grade annually) adds grade 4 for the first time and does not have enough students to display MGP, the school will use K-3 NWEA MAP median CGP for one additional year. Once the school has two years of MGP data, the school will display MGP and not continue to use NWEA MAP for Student Progress but as a display measure. <p>Validation: DC PCSB collects the data and calculates this measure. DC PCSB collects the publisher’s ASG report to verify the accuracy of the school’s submission.</p> | performance through the school year. |
| Student Achievement | PARCC/MSAA Approached | % of students scoring levels | Components PARCC/MSAA scores for all campus-level FAY students. | This category shows the percentage of |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------------------|---|---|---|--|
| | Expectations and above rates in math and ELA for Elementary and Middle Grades (Grades 3-8) | 3, 4, and 5 on the PARCC assessment and levels 3 and 4 on the MSAA | <p>Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools. Students will be assigned to the Elementary Grades or Middle Grades band prior to the rate calculation, as defined by the measure description.</p> <p>Metric</p> $\left[\frac{\text{Total number of FAY students scoring levels 3, 4, and 5 on PARCC or levels 3 and 4 on MSAA Math}}{\text{Total \# of eligible FAY students tested}} \right] \times 100$ <p>OR</p> $\left[\frac{\text{Total number of FAY students scoring levels 3, 4, and 5 on PARCC or levels 3 and 4 on MSAA ELA}}{\text{Total \# of eligible FAY students tested}} \right] \times 100$ <p>OSSE provides the student level data for this measure</p> <p>Note: Students who attended a non-terminal grade of a closed PK-8 campus from another charter LEA the prior year are excluded from this measure.</p> | students who Approaching College and Career Ready and above on the content on the PARCC or Met Expectations on the MSAA. |
| Student Achievement | PARCC/MSAA College and Career Ready Rates in math and ELA for Elementary and Middle Grades (Grades 3-8) | % of students scoring levels 4 and 5 on the PARCC assessment and levels 3 and 4 on the MSAA | <p>Components</p> <p>PARCC/MSAA scores for all campus -level FAY students in either grade level math or Algebra 1.</p> <p>Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools. Students will be assigned to the Elementary Grades or Middle Grades band prior to the rate calculation, according to the measure description.</p> | This category captures the percentage of students who demonstrate College and Career Ready level performance on the PARCC or met or exceeded |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------------------------|--|--|--|---|
| | | | <p>Metric Calculated as with PARCC Approaching College and Career Readiness</p> $\left[\frac{\text{Total number of FAY students scoring levels 4 and 5 on PARCC or levels 3 and 4 on MSAA Math}}{\text{Total \# of eligible FAY students tested}} \right] \times 100$ <p>OR</p> $\left[\frac{\text{Total number of FAY students scoring levels 4 and 5 on PARCC or levels 3 and 4 on MSAA ELA}}{\text{Total \# of eligible FAY students tested}} \right] \times 100$ <p>OSSE provides the student level data for this measure.</p> <p>Note: Students who attended a non-terminal grade of a closed PK-8 campus from another charter LEA the prior year are excluded from this measure.</p> | <p>expectations on the MSAA.</p> |
| <p>School Environment</p> | <p>Pre-K Teacher Interaction: Classroom Assessment Scoring System™ (CLASS)™</p> | <p>Observational tool that provides a common lens and language focused on teacher-student interactions.</p> <p>To lessen some of the</p> | <p>Metric An independent organization will conduct CLASS observations on every PK classroom between November and May. The tool contains three domains:</p> <ol style="list-style-type: none"> 1. Emotional Support 2. Classroom Organization 3. Instructional Support <p>Metric Class will be a two-year score for each domain with the most recent year weighted 70% of the overall scores and the previous year weighted 30% of the overall score.</p> | <p>CLASS is an observational tool that provides a common lens through which to assess interactions between the teachers and children in each classroom.</p> |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------------------------|--------------------------|---|---|-----------|
| | | <p>observed year-to-year variability in observations of CLASS with new teachers, DC PCSB computes an aggregated CLASS domain score by a two year average with the most recent year weighing slightly more than the previous year.</p> | <p>Business Rules Schools will be notified of the two-week window in which observations will occur. The school can opt out of two days within the two-week window. The observer will come at the start of the school day and observe a minimum of four observation cycles of the CLASS tool with an aim to complete 6 on every visit. A minimum of 10 observation cycles will be completed over a two-year period for a CLASS score to be included on the PMF.” The aggregate scores for each domain will be reported per school.</p> <p>DC PCSB will work with OSSE to have all charter school CLASS observations completed within a three-month window.</p> <p>Validation: OSSE calculates and validates this measure with schools.</p> | |
| <p>School Environment</p> | <p>Attendance</p> | <p>In-seat attendance rate for grades PK through 8.</p> | <p>Components Attendance by grade span. Aligns with District of Columbia Public Schools (DCPS) calculation. See eligibility exceptions.</p> <p>Metric $\left[\frac{\# \text{ of days present}}{\# \text{ days enrolled}} \right] * 100$</p> <p>NOTE: PK-8 schools: The floor and target for all schools other than PK Only school use data from all campuses excluding PK Only data. The floor and target for PK Only schools use data from PK Only schools.</p> | |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale | | | | | | |
|--------------------|---------------|--|---|--|------------------------------------|--|--|-------------------------------|--|--|
| | | | Validation: OSSE calculates and validates this measure with schools. | | | | | | | |
| School Environment | Re-enrollment | Re-enrollment rate for those eligible to return. | <p>Components</p> <p>Previous fall enrollment by student USI and grade (October Audited Enrollment). Current fall enrollment by student USI and grade (October Audited Enrollment).</p> <p>Metric</p> <p>Linked audited enrollment data from previous and current year to determine which students reenrolled. Determine which students in previous fall are ineligible to re-enroll (those in their final year; moved out of DC).</p> $\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\# \text{ of students in previous fall}) - (\# \text{ of students ineligible to enroll})} \right] \times 100$ <p>For all students deemed ineligible to re-enroll, DC PCSB will verify their ineligibility using the following processes:</p> <table border="1"> <thead> <tr> <th>Reason for Ineligibility to Re-Enroll</th> <th>Ineligibility Verification Process</th> </tr> </thead> <tbody> <tr> <td>Students in the campus's terminal grade who were promoted to the next grade.</td> <td>DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation.</td> </tr> <tr> <td>Students who moved out of DC.</td> <td>DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following for each student: <ul style="list-style-type: none"> Signed parent/guardian withdrawal form explicitly indicating out-of-state move. </td> </tr> </tbody> </table> | Reason for Ineligibility to Re-Enroll | Ineligibility Verification Process | Students in the campus's terminal grade who were promoted to the next grade. | DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation. | Students who moved out of DC. | DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following for each student: <ul style="list-style-type: none"> Signed parent/guardian withdrawal form explicitly indicating out-of-state move. | Used to assess student and parent satisfaction and dropout rate. |
| | | | Reason for Ineligibility to Re-Enroll | Ineligibility Verification Process | | | | | | |
| | | | Students in the campus's terminal grade who were promoted to the next grade. | DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation. | | | | | | |
| | | | Students who moved out of DC. | DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following for each student: <ul style="list-style-type: none"> Signed parent/guardian withdrawal form explicitly indicating out-of-state move. | | | | | | |
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| Category | Measure | Description | Components, Metric, Additional Notes | Rationale | | | | | | | | |
|---|---|--|--|--|---|---|--|---|--|-------|--|--|
| | | | <table border="1" data-bbox="858 224 1709 670"> <tr> <td data-bbox="858 224 1276 371"></td> <td data-bbox="1276 224 1709 371"> <ul style="list-style-type: none"> • Signed parent/guardian letter/email indicating enrollment at an out-of-state public school. • Student records or records request from an out-of-state public school. </td> </tr> <tr> <td data-bbox="858 371 1276 518">Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text).</td> <td data-bbox="1276 371 1709 518">DC PCSB will use discipline data to verify a student's expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason.</td> </tr> <tr> <td data-bbox="858 518 1276 607">Students placed into private placement.</td> <td data-bbox="1276 518 1709 607">LEAs may have to provide documentation that the student was placed in a private placement.</td> </tr> <tr> <td data-bbox="858 607 1276 670">Death</td> <td data-bbox="1276 607 1709 670">Documentation provided to OSSE will suffice.</td> </tr> </table> <p data-bbox="858 711 953 735">Notes:</p> <ul data-bbox="905 743 1709 1203" style="list-style-type: none"> • Students who transfer within an LEA from one campus to another will be removed from both the numerator and the denominator. • PK Only schools (not serving any grades higher than PK) do not receive a re-enrollment score, and their data are not included in the floor and target calculation. • Documents used for multiple students (e.g., siblings) must include each student's name. • For schools with a composition of grades that receive both the PK-8 and HS PMF, the grade 8 students are captured in the PK-8 re-enrollment measure. • To decrease the burden, all documents should be submitted through OSSE's Exit Management system for DC PCSB review in this measure. <p data-bbox="858 1239 1640 1295">Validation: DC PCSB reviews the documents submitted by schools to OSSE to validate this measure.</p> | | <ul style="list-style-type: none"> • Signed parent/guardian letter/email indicating enrollment at an out-of-state public school. • Student records or records request from an out-of-state public school. | Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text). | DC PCSB will use discipline data to verify a student's expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason. | Students placed into private placement. | LEAs may have to provide documentation that the student was placed in a private placement. | Death | Documentation provided to OSSE will suffice. | |
| | <ul style="list-style-type: none"> • Signed parent/guardian letter/email indicating enrollment at an out-of-state public school. • Student records or records request from an out-of-state public school. | | | | | | | | | | | |
| Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text). | DC PCSB will use discipline data to verify a student's expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason. | | | | | | | | | | | |
| Students placed into private placement. | LEAs may have to provide documentation that the student was placed in a private placement. | | | | | | | | | | | |
| Death | Documentation provided to OSSE will suffice. | | | | | | | | | | | |
| Stand-Alone, Untiered Measures | School Chosen Approved Assessment (PK-2) | Percentage of students meeting the performance | Score as provided by school, aggregated by DC PCSB, and validated by schools. | A measure of student achievement or student progress | | | | | | | | |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|---------|--|--|---|
| | | metric for achievement or rate of growth from the start of the year through the end of the year. | <p>DC PCSB allows schools to choose the assessments for mathematics and literacy that best fit the academic program and philosophy of the early childhood environment at the school. The displayed assessments are noted in the school's charter; a charter amendment is required to change an assessment.</p> <p>DC PCSB maintains a list of Early Childhood Assessments in use at public charter schools and approved for the PMF. The assessment displayed by the school is listed in this document and the document describes information on the assessments and how the publisher defines the assessments use to measure growth or achievement in the early childhood grades.</p> <p>Note: For display on the PMF, growth or achievement guidance is set by the publisher. In cases where there are subtests with no overall student score, the number of subtests meeting the achievement requirement out of total number of subtests taken are reported.</p> <p>All students who attend the school for the Full Academic Year (FAY¹⁸) are included in this measure. Eligible students who do not complete an early childhood assessment will be included in the denominator of the respective measure.</p> <p>Level 4 Special Education students (Optional)</p> <ul style="list-style-type: none"> • Business Rule: Students who would likely qualify for the alternative PARCC are allowed to take a developmentally | <p>It shows the level of student performance at the end of the year or if the student achieved a year of growth from the beginning of the year through the end of the year.</p> <p>DC PCSB feels strongly that parents and stakeholders should have access to the academic information for early childhood grades but that most assessments were not designed to be used as part of a program evaluation.</p> |

¹⁸ Full Academic Year (FAY) Business Rule

See EC FAY Business Rule on page 30 of this Technical Guide.

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
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| | | | <p>appropriate approved assessment, written for students of low cognitive ability.</p> <ul style="list-style-type: none"> o If an LEA is planning to use an alternative assessment for accountability, the LEA must contact DC PCSB to receive prior approval. Students must be identified as Level 4 with significant cognitive disabilities. <p>Validation: DC PCSB collects and validates student level data for this measure. DC PCSB randomly selects one-fourth of the schools to visit to confirm the submitted data.</p> | |
| | <p>School-approved Mission Specific Goal (MSG)</p> | <p>The Mission Specific Goal measures a specific commitment of the LEA to the school.</p> | <p>This measure is optional. For a school to display its Mission Specific Goal (MSG) on the PK-8 PMF, the LEA must submit an application through DC PCSB's Goal Amendment Application for review and approval.</p> <p>Applicants must submit the completed application to DC PCSB by February 1 to be included for the following year's PMF. The goal will continue to be displayed until the LEA changes the mission of the charter or the measurement is no longer available.</p> <p>Mission Specific data are provided by school, aggregated by DC PCSB (when possible), and validated by schools. If DC PCSB cannot aggregate the overall score, DC PCSB will validate the data.</p> <p>Validation: DC PCSB collects and validates the data for this measure.</p> | <p>Charter schools are awarded charters based on the innovation of their program. This display option allows schools the option to show the results of their MSG to all stakeholders.</p> |

Supplemental Materials

Appendix A: Early Childhood Approved Assessment List

| Title | Publisher | Publisher guidance on Achievement or Progress | PMF Scorecard Displayed Student Results | Subjects Approved for the PMF | Age Group per the Publisher (Approved for use on the PMF) | Description |
|---|--------------------------|---|---|---|---|--|
| AIMSweb | Pearson | Progress: Rates of Improvement (ROI) given in five separate sets of ROI growth norms for each grade and time interval that correspond to five ranges of initial scores (very low, low, average, high, and very high). Achievement: Two default cut scores are provided at each grade and season. The higher cut score separates Tier 1 and 2 and can be considered the target. | Progress: Percentage of students earning 50% growth based on initial score. *Subtests: Percentage of subtests resulting in 50% growth. | Math, Literacy | Grades K-12 (K-2) | Norm-referenced assessment for Early Literacy, Reading, Early Numeracy, Mathematics, spelling and Writing offered through a web-based program for screening, progress monitoring, and data management. |
| Assessing Math Concepts (AMC) | Math Perspectives | Achievement: Proficient (Level A – ready to apply) on every assessment per each grade. Kindergarten: Counting Objects 1 and 2; 1 st grade: Hiding Assessment tests #5, 6, and Number Arrangements; and 2 nd grade: Hiding tests #7, 8, 9, and 10, and Grouping Tens | Achievement: Percentage of students at end-of- year proficient levels (Level A- ready to apply) | Math | (K-2) | This criterion-referenced assessment contains nine levels of math concepts for each grade to determine what a child knows and what the child still needs to learn. |
| Bracken Basic Concept Scale – III: Receptive/ Expressive 2006 | Harcourt Assessment Inc. | Assessment gives a total composite score and descriptive qualification (very delayed, delayed, average, advanced); subtests give percentage mastery. | Achievement: Percentage of students at average and above at end of year. | Math, Literacy (combined score)-single score | 2.6 – 8 years (PK3, PK4, K) | These companion assessment tools are designed to evaluate receptive and expressive knowledge of basic concepts such as |

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| | | | | counted twice | | colors, letters, sounds, numbers, positions, time, and sequence. Provides a school readiness composite. Spanish version available. |
| Brigance Diagnostic Inventory of Early Development (IED II/III) 2004 | Curriculum Associates | Age equivalency, composite scores, scaled scores, percentile ranks, and instructional ranges. | Achievement: IED II: Percent of students at or above age equivalency at the end of the year. IED III: Percent of students at average or above (90 or above) on the sub-tests for end of year achievement. The two sub-tests viewed will be Language and Cognitive. | Literacy, Math, Social Emotional | 0-7 years (PK3, PK4) | Criterion-referenced assessment that assess 11 areas: perambulatory, gross and fine motor, adaptive, speech/language, general knowledge/comprehension, social-emotional, reading-readiness, basic reading, writing and math; 98 skill sequences are covered within these domains. Developmental ages are indicated for each sequence of skills, plus scales link assessment with intervention. |
| CK PAT (Core Knowledge Preschool Assessment Tool) | Core Knowledge | Observational – no publisher guidance given. | Achievement: Percentage of students who increase one level on every skill (or remain at highest level) from fall to spring. | Literacy, Math, Social Emotional | PK3 – PK4 | A series of skills for each age in each domain (literacy, mathematics, and social emotional) are assessed through not yet, progressing, and ready. |

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| Classroom Assessment Scoring System (CLASS) 2006 | Teachstone | Scoring is completed at the dimension level using a 7-point scale, with the low range being a score of 1-2, the middle range 3-5, and the high range 6-7. | Teacher Interaction Score per domain. | NA | PK – 3 rd grade (PK3, PK4 classrooms) | Criterion-referenced observational tool of teacher-student interaction to inform program evaluations. Trained observer scores classroom on 11 dimensions, using 7-point scales with an average score (1-7) on each domain (Emotional Support, Classroom Organization, and Instructional Support). |
| Continuum Benchmark Assessment | Houghton Mifflin Harcourt | Achievement level, progress level, Lexile range, predicted national percentile rank range, quantile range, college readiness indicator. | <p>Achievement/Progress: The percent of students scoring mastery or exceeds achievement level at the end of the year (most recent Benchmark test per grade level) ELA Total assessment per the Student Longitudinal Report (Growth Report) or students who gain at least a ½ standard deviation of growth between the BOY scale score and EOY scale score.</p> <p>The publisher has defined the standard deviation as 35 scale score points for K and 45 scale score points for grades 1 and 2.</p> | Math, Reading | K-11 (K-2) | Computerized adaptive tests for ELA and math based on the Common Core State Standards. |

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| Devereux Early Childhood Assessment (DECA) 1998 | Kaplan Press | Achievement: A t-score of 41 or higher on Total Protective Factors (TPF). | Achievement: Percentage of students who scored “typical” or “strength” (score of 41 or higher) and the end of the year on Total Protective Factors. | Social Emotional | 2-5 years (PK3, PK4) | Checklist completed by parents, family caregivers, or early childhood professionals. Scale used to assess a child’s protective factors related to resilience (initiative, self-control, and attachment) and screen for behavior concerns. Computerized version of the DECA may be administered in Spanish. Standardized, norm-referenced. Yields percentiles, T scores. |
| Developmental Reading Assessment – Second Edition (DRA 2) 2006 | Pearson Learning Group | Achievement: Independent levels at the end of the school year: K = 3, 1 st = 16, and 2 nd = 28 | Achievement: Percentage of students who score at or above end of year reading levels. | Reading | K-3 rd grade (K-2) | Criterion-referenced literacy assessment completed by teacher to determine independent reading level, stage of reading development, accuracy rate, comprehension, and fluency as scored on a rubric. Spanish version available. |
| Dynamic Indicators of Basic Early | Institute for the Development | 6 th Edition Achievement: Benchmark Goals- K = LNF 47, NWF-CLS 39, NWF-WRC 3, WUF 37; 1 st = NWF-CLS 71, NWF- | Achievement: | Reading | K-6 th grade (K-2) | Criterion-referenced literacy assessment assessing fluency in |

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| Literacy Skills (DIBELS) 2006 and IDEL (Spanish version) | of Educational Achievement – Univ. of Oregon | WRC 13, ORF-WRC 47, ORF-A 91, WUF 47; 2 nd = ORF-WC 96, ORF-A 98, WUF 50 Achievement on all other editions: Meeting Core Benchmark score. | 6 th Edition: *Percentage of subtests scored at or above benchmark goals. Next & IDEL: Percentage of students meeting benchmark score. | | | sound, phonemic segmentation, nonsense word, oral, retell, letter naming and word use. Spanish version available. | | |
| easyCBM | Institute for the Development of Educational Achievement – Univ. of Oregon | Achievement: Benchmark scores (low risk)- <ul style="list-style-type: none"> • NCTM Math K = 37-45, 1st= 35-45, 2nd= 34-45 • CCSS Math K = 22-30, 1st = 28-35, 2nd = 28-35 | Achievement: Percentage of students at or above benchmark score. | Math | Grades K-8 (K-2) | Criterion-referenced assessments based on the National Council of Teachers of Mathematics (NCTM) curriculum standards or the Common Core State Standards (CCSS). | | |
| Every Child Ready: Math-Revised (ECR:M), Every Child Ready: Language & Literacy-Revised (ECR:LL), 2018 | AppleTree Institute | ECR:M-Revised | | Achievement/Growth: Percentage of students who are at or above the proficiency goal or percentage of students making one year of growth (if not yet proficient). | Math, Literacy | PK3 – PK4 | One-on-one administered literacy and math progress monitoring. | |
| | | | PS | | | | | PK |
| | | Proficiency Goal | 31 | | | | | 46 |
| | | | | | | | | |
| | | Growth Goals | PS | | | | | PK |
| | | Instructional Intervention (II) | 13 | | | | | 14 |
| | | Needs Support (NS) | 17 | | | | | 19 |
| | | On Track (OT) | 18 | | | | | 10 |
| | | Accelerated (AC) | 9 | | | | | 2 |
| | | ECR:LL-Revised | | | | | | |
| | PS | PK | | | | | | |
| Proficiency Goal | 19 | 28 | | | | | | |
| | | | | | | | | |

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|--------------|---|---------------------------------|-------------------|-----------|--|------------------|------------------|--|
| | | Growth Goals | PS | PK | | | | |
| | | Instructional Intervention (II) | 9 | 11 | | | | |
| | | Needs Support (NS) | 12 | 11 | | | | |
| | | On Track (OT) | 12 | 9 | | | | |
| | | Accelerated (AC) | 9 | 5 | | | | |
| ECR:PBRS | AppleTree Institute | ECR:PBRS (SEL) | | | Achievement/Growth: Percentage of students who are at or above the proficiency goal or percentage of students making one year of growth (if not yet proficient). | Social Emotional | PK3 – PK4 | |
| | | PS | PK | | | | | |
| | Proficiency Goal | 4 | 4 | | | | | |
| | Growth Goals | PS | PK | | | | | |
| | Beginning in the lowest 25th percentile | 1.3 | 1 | | | | | |
| | Beginning in the 26th-49th percentile | 1 | 0.75 | | | | | |
| | Beginning in the 50th-74th percentile | 0.5 | 0.5 | | | | | |
| | Beginning in the top 25th percentile | Maintain baseline | Maintain baseline | | | | | |
| enVisionMATH | Pearson Education Inc. | Achievement: 75% or higher | | | Achievement: Percentage of students at or above the achievement level. | Math | Grades K-6 (K-2) | Ongoing assessment connected to curriculum to help students develop an understanding of math concepts. |

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| Fountas & Pinnell | Fountas & Pinnell | Achievement: Instructional Level: K: level D; 1 st : level J; 2 nd : level M | Achievement: Percentage of students at or above the end of the year achievement level. | | Grades K-12 (K-2) | Guided reading program that matches books to readers to provide differentiated instruction through small reading groups. |
| GMADE | Pearson | Achievement: Stanine 5* | Achievement: Percentage of students at or above the achievement level at the end of the year. | Math | Grades K-12 (K-2) | A norm-referenced diagnostic mathematics test that measures individual student skills in the main areas of math. |
| Individual Growth and Development Indicators (myIGDIs) – Early Literacy and Early Numeracy | Center for Early Education and Development – Univ. of Minnesota | Early Literacy: Cut or Tier 1 score at end of year on all subtests. Early Numeracy: Tier 1 or Cut Range score for age at end of year. | Achievement: Percentage of subtests scored in the cut or Tier 1 at the end of the year. | Math, Literacy | 3-5 years (PK3 – PK4) | Criterion-referenced assessment to screen, inform instruction, and monitor progress in the cognitive and language domains. Spanish version available. |
| i-Ready | Curriculum Associates LLC | Progress: 1.0 year of typical growth as set by the publisher based on each student’s starting level | Progress: Percentage of students meeting or exceeding the typical growth target at the end of the year. | Math, Reading | Grades K-12 (K-2) | Common core aligned online assessment for both reading and math. I-Ready combines an adaptive diagnostic assessment with individualized instruction, progress monitoring, and comprehensive reporting. |
| Learning Accomplishme | Kaplan Press | Percentage of students at age range or above at end of year. | Achievement: Percentage of students at or above | Math, Reading, | 3-6 years (PK3 – PK4) | Curriculum-embedded, |

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|---|--------------|--|---|------------------|-----------------------|--|
| nt Profile – Third Edition (LAP-3) 2005 | | | their age range at the end of the year. | Social Emotional | | comprehensive evaluation generates a profile of development in seven domains: gross motor, fine motor, prewriting, cognitive, language, self-help, and socialization. Items are arranged in a hierarchy of developmental skills. Criterion-referenced. Available in Spanish. |
| Learning Accomplishment Profile Diagnostic (LAP-D) 1992 | Kaplan Press | Percentage of students at age range or above at end of year. | Achievement: Percentage of students at or above their age range at the end of the year. | Math, Literacy | 3-5 years (PK3 – PK4) | Comprehensive screening system evaluates development within four domains: fine motor, gross motor, cognitive and language. Norm-referenced, yields standard scores. Available in Spanish. |
| mCLASS: Math | Amplify | Achievement: Established (green) at end of the year | Achievement: Percentage of students at the achievement level at the end of the year. | Math | Grades K-3 (K-2) | Criterion-referenced assessment to determine risk levels and benchmark goals for each student. |
| mCLASS: Reading 3d (or TRC) | Amplify | Achievement: Proficient or above level | Achievement: Percentage of students at the achievement level at the end of the year. | Reading | Grades K-3 (K-2) | Reading leveled books where a student must read with an accuracy of 90-94%. |

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|---|-------------------------------|--|--|----------------|---------------------------------|--|
| Circle Progress Monitoring | Children's Learning Institute | Achievement: Students scoring "On Track" at end of year in total math and phonological awareness assessments. A student who is 3.0-<3.5 as of September 1 st must be assessed on a sub-test appropriate for their age according to the publisher. | Achievement: Percentage of students at the achievement level at the end of the year. | Math, Literacy | PK3-PK4 | Criterion-referenced tasks for letter naming, vocabulary, phonological awareness, and total math. |
| myMath | McGraw-Hill | Grade-level proficient: students to have a mastery level of at least 90% on the supporting clusters, at least 80% on the major clusters, and at least 70% on the additional clusters. | Achievement: Percentage of students at or above grade level proficiency at the end of the year. | Math | PK-5 th grade (K-2) | Criterion-referenced assessments |
| NWEA Measures of Academic Progress (MAP) | NWEA | Progress: Conditional Growth Percentile (CGP), 2015 Growth Norms | Progress: Median score of students' CGP | Math, Reading | Grades K-12 (K-3) | Norm-referenced computer adaptive assessments that measure growth and project proficiency on high-stakes tests. |
| Peabody Picture Vocabulary Test – Third Edition (PPVT-III) 1997 | Pearson Assessment | Assessment gives standard score, GSV, percentile, NCE, age equivalents, and description (extremely low, moderately low, average, moderately high, and extremely high). Domain level results also have descriptive qualifications. | Achievement and growth: Percentage of students at average or above (standard score of 86 and above) at the end of the year or increase the growth scores value (GSV) by a minimum of 8 points from the start of the year to the end of the year. | Literacy | 2 years – adult (PK3, PK4, K-2) | Measure of receptive vocabulary. Norm-referenced, wide-range test available in two parallel forms. Standard scores, age equivalent scores and percentile scores provided. Spanish version available. |
| Phonological Awareness and Literacy Screenings – Kindergarten (PALS-K) 2004 PALS Grades 1-3 | Univ. of Virginia | Achievement: Score at benchmark (sum score K: 83; 1 st : 35; 2 nd : 54) | Achievement: Percentage of students at or above the achievement level at the end of the year. | Reading | 5-8 years (K-2) | Criterion-referenced literacy assessment that can be used for a screener, to inform instruction or monitor progress. Scores are summed and compared to cut-points for |

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|---|---------------------|--|---|------------------|--------------------------------|--|
| | | | | | | determining which students need instruction in addition to the regular classroom literacy instruction |
| Social Skills Rating System (SSRS) 1990 | Pearson Assessment | Scores are Standard Scores (mean 100) or Percentile Ranks or score at average or above average | Achievement: Percentage of students at or above the level of average at the end of the year. | Social Emotional | 3-18 years (PK3, PK4, K-2) | Teacher and parent rating scales measuring behaviors affecting relationships, peer acceptance, academic performance and more. Behavior is assessed on subscales of internalizing/externalizing problems and hyperactivity. Norm-referenced, gender-based norms and norms for students with and without disabilities. Provides standard scores and percentiles. |
| Scholastic Reading Assessment (SRA) | McGraw-Hill | Achievement: Score proficient or higher | Achievement: The percentage of students at or above the achievement level at the end of the year. | Reading | Grades K-5 (K-2) | Use of direct instruction to help students develop into fluent, independent, and highly skilled readers. |
| Stanford Achievement Test (SAT 10) 10 th Edition | Harcourt Assessment | Achievement: Reading: Stanine 6* Math: Stanine 5* | Achievement: The percentage of students at or above the achievement level at the end of the year. | Math, Reading | K-12 th grade (K-2) | Norm-referenced assessment in reading, math, and language. Scores |

| | | | | | | |
|-------------------------------|-----------------------|---|--|----------------------------------|---|--|
| 2003 | | | | | | available in scaled scores, national and local percentile ranks and stanines, grade equivalents, and normal curve equivalents. |
| STAR – Early Literacy | Renaissance Learning | Achievement: Benchmark at end of year: K: 574; 1 st : 723; 2 nd : 783 | Achievement: The percentage of students at or above the achievement benchmark at the end of the year. | Reading | Grades K-3 (K-2) | Criterion-referenced standards-based assessment measuring early literacy skills. |
| STAR – math and reading | Renaissance Learning | Achievement: At or above grade level at the end of the year (GE: 1.9/ 2.9) | Achievement: The percentage of students at or above the achievement level at the end of the year. | Math, Reading | Grades 1-12 (1-2) | Standards-based, interactive, skills based measures for reading and mathematics. |
| STEP | University of Chicago | Achievement: K = STEP 3, 1 st : STEP 6; 2 nd : STEP 9 | Achievement: The percentage of students at or above the achievement level at the end of the year. | Reading | Grades K-3 (K-2) | Literacy assessment tightly aligned with scientifically established milestones in reading development. |
| Teaching Strategies GOLD 2000 | Teaching Strategies | <p>Progress: meeting or exceeding the growth range Achievement: meeting widely held expectations</p> <p>Publisher guidance for reporting: For children entering the school year meeting (or exceeding) expectations (viewed on the growth report), the student needs to grow within their grade-band or more. For children entering below widely held expectations, growth is measured per the growth report.</p> | Progress: Percentage of students making progress within meeting or exceeding widely held expectations or meeting or exceeding the growth range for students who start the year below expectations. | Math, Literacy, Social Emotional | Age zero to 3 rd Grade (PK3 – PK4, and SEL growth K) | Criterion-referenced assessment to inform instruction and monitor student progress. The assessment covers seven domains: cognitive; mathematics; language and literacy; physical health and development; science; social |

| | | | | | | |
|---|-------------|--|---|---------------|----------------------------|---|
| | | | | | | emotional development; and the arts. Teachers' observations used to rate child's development on the Developmental Continuum. Spanish version available. |
| TerraNova | McGraw-Hill | Achievement: 40 th percentile* | Achievement: The percentage of students at or above the achievement level at the end of the year. | Math, Reading | Grades K-12 (K-2) | Norm-referenced common core aligned assessments in reading and mathematics. |
| Test of Early Mathematics Ability – Third Edition (TEMA – 3) 2003 | Stoelting | Assessment gives standard score, GSV, percentile, NCE, age equivalents, and description (very poor, poor, below average, average, above average, superior, and very superior). | Achievement: The percent of students at “Average” (standard score of 90 – 110) or above at the end of the year. | Math | 3-9 years (PK3 – PK4, K-2) | Measures informal and school taught concepts and skills in the following domains: numbering skills, number comparison facility, numeral literacy, mastery of number facts, calculation skills, and understanding of concepts. Two parallel forms allow for repeated measurement. Norm-referenced; provides standard scores, percentiles, and age equivalents. |

The following assessments may only be used with prior-approval by DC PCSB for use on the PMF. A school must apply for students to use an alternative assessment in grades PK-2.

| Title | Publisher | Guidance on Progress | PMF Scorecard Displayed Student Results | Subjects Approved for the PMF | Age Group per the Publisher (Approved for use on the PMF) | Description |
|--|-----------------------|--|---|--------------------------------------|--|--|
| Brigance Inventory of Early Development (IED III) | Curriculum Associates | Gain 1 point on a minimum of 60% on the scored BOY subtests accessible by the student. | Progress: Growth of a minimum of 60% of the scored BOY subtests. | Language and/or Literacy, Math | 0-8 years old (developmental age) | This assessment is a comprehensive collection of valid, reliable, and well-researched developmental skill sequences performed in authentic, everyday conditions. |
| Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)* | AVP Press | Gain of a half step or more in 50% or more of the scored areas from the beginning of the year. | Progress: For uneven number of scored areas, round down. (ex- BOY scored areas 13, progress displayed in 6) | Math, Literacy | 0-48 months (developmental age) | Assesses the language, learning and social skills of children with autism or other developmental disabilities. |

Appendix B: PK-8 PMF Assessment Proposal

Please complete this form for each new assessment you plan to administer that is not on the current list of approved PMF assessments and submit to Erin Kupferberg, ekupferberg@dcpcs.org.

School/Campus _____

Assessment _____

Contact Name and Email:

Please check the appropriate academic category (s) that the assessment will address:

| | | |
|---|--|--|
| <input type="checkbox"/> Student Progress | <input type="checkbox"/> Student Achievement | |
| <input type="checkbox"/> Literacy or language | <input type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Social-Emotional |

Please check assessment type (may be both):

| | |
|--|---|
| <input type="checkbox"/> Norm-referenced | <input type="checkbox"/> Criterion-referenced |
|--|---|

Please check the grade level(s) in which the assessment will be administered:

| | | | | | |
|------------------------------|------------------------------|---------------------------------------|--|--|--|
| <input type="checkbox"/> PK3 | <input type="checkbox"/> PK4 | <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 1 st grade | <input type="checkbox"/> 2 nd grade | <input type="checkbox"/> Entire School |
|------------------------------|------------------------------|---------------------------------------|--|--|--|

Please answer each question below. If the assessment proposed is a new version of an existing approved assessment, only questions 1 and 4 need to be answered.

1. Please describe the assessment instrument materials in detail, using language from the test manufacturer (such as computer adaptive, one-on-one interview, paper/pencil assessment).

2. Please describe the plan/schedule for administration, scoring, data entry/analysis, and record keeping. How will student scores be reported (such as publisher report, school-generated report)?
3. Which company/ institution published this assessment? Describe the findings of the research, validity, and reliability studies that have been conducted on this assessment.
4. According to the test publisher, what is the proficiency cut-off score for each grade for which the test will be administered? What is the suggested growth goal that the publisher determines is average growth for each grade for which the test will be administered? This explanation should indicate how the *average* student is expected to perform or grow. Include all specific metrics provided by the publisher (such as NCE, standard score points, percentile, level of growth, low risk, age equivalency).

The following items should be included with this form as attachments:

- Documentation from the publisher on proficiency cut-offs for growth and achievement (if it is a large file, please indicate the page number where the information can be found)
- A copy of the assessment to be administered (or a sample excerpt)
- Technical Manual if possible

High School PMF

High School Performance Management Framework

This framework will be used as a common accountability measure for all high school campuses. The High School PMF covers grades 9 through 12. A school must have at least a grade 10 to be evaluated using the high school framework.

Exceptions to this framework:

- If the school has only grade 9 and middle school grades, it is measured using the PK-8 PMF.
- For schools starting in grade 8 and serving grade 9 and above, the grade 8 is considered part of the high school framework rather than part of the PK-8 PMF.
- If a high school does not contain the grade for which a common measure applies, the points associated with that measure are removed and the total possible points available are adjusted. For example, a school that terminates in grade 11 does not have graduation, SAT/ACT, AP, or college acceptance data. In this case, the school is evaluated against the remaining 67.5 points. Schools containing grade levels for which a common measure applies are held accountable for the relevant metric, even if they do not offer the measure. For example, a school that has grade 11 but does not offer the PSAT receives zero points on the PSAT metric.

Categories

DC PCSB will use four categories to measure academic performance for all schools serving grades 9-12:

- (1) **Student Progress:** This category includes measures that capture student academic growth in English language arts and math on the state assessment from spring to spring.
- (2) **Student Achievement:** This category includes measures that capture student academic achievement in English language arts and math. It is generally described as “percent of students scoring” at a grade-level standard.
- (3) **Gateway:** This category includes measures that capture critical achievement and preparation for college and career readiness.
- (4) **School Environment:** This category includes measures that capture a school’s climate such as attendance rates and re-enrollment rate (as calculated from fall to fall).

These four core categories of academic achievement apply to every school with different points assigned to the categories depending on the grade span of the school.

Measures, Floors, and Targets

Measures are defined as “general instruments or means to assess performance in each area defined by an indicator.”¹⁹ Each category has an approved set of measures that fall into each category. To assign points, each measure has a floor and a target in which points are achieved. Depending on the school’s score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score.

The floor determines the minimum value for which any points are awarded. Public charter schools receive no points for values that are below the floor. The target determines the value at which the maximum points for a common measure are awarded. Public charter schools receive no additional points for values that are above the target. Floors and targets are calculated using the formula in the following sections. DC PCSB holds floors and targets steady for two years when the measure has been established with at least three years of data. In each section, under the floor and target, the technical guide notes if the floor and target is being held for longer than one year.

Student Progress Category

The Office of the State Superintendent of Education (OSSE) has selected the PARCC as the state assessment for DC for students in grades 3 through 8 and high school. For high schools, the state assessment in English language arts (ELA) refers to the PARCC English II exam. The state assessment in mathematics refers to the PARCC Geometry or PARCC Integrated Math II exam, the two exams required by OSSE for high school students.

1. Measure: MGP captures the median growth of all students’ progress in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium by comparing changes in students’ PARCC scores to changes made by other students with similar score histories on the PARCC in the previous year. Calculating MGP is a three-step process:
 - (1) A student growth percentile (SGP) is calculated for each student, which shows how that student performed in this year’s assessment compared with all students taking the PARCC who had similar performance in the previous year’s assessment. For example, if 20 students had a scale score of

¹⁹ See “A Framework for Academic Quality,” National Consensus Panel on Charter School Academic Quality, June 2008, available at http://www.publiccharters.org/wp-content/uploads/2014/01/NAPCS_CSQC_Report_20110402T222336.pdf.

700 in last year’s PARCC test, a student who did better than 15 of those students in this year’s test would have an SGP of 75, since that student did better than 75% of the students with a similar score on last year’s assessment. Scores from all students taking the PARCC assessment are used to determine an academic peer group and to calculate SGPs.

- (2) All of the students’ SGP scores for a school are arrayed from high to low and the midpoint, or median, of these scores becomes the school’s median growth percentile, or MGP; the higher the score, the more students are improving compared with students attending public schools in the PARCC consortium of states.
 - (3) DC PCSB calculates a two-year weighted average (by n-size) by averaging the school’s MGP values from two consecutive years. The two-year weighted average is used to mitigate fluctuations in scores year to year. If a school has only one year of MGP data (e.g. it is a new school offering grade 10 for the first time), only one year of MGP data is used.
2. Floor and Target: The floor for MGP is 30, and the target is 65. MGP is centered at 50.

| Measure | Floor | Target |
|---------------------------------|--------------|---------------|
| Median Growth Percentile – ELA | 30.0 | 65.0 |
| Median Growth Percentile – Math | 30.0 | 65.0 |

Student Achievement Category

The Office of the State Superintendent of Education (OSSE) has selected the PARCC as the state assessment for DC for students in grades 3 through 8 and high school. For high schools, the state assessment in English language arts (ELA) refers to the PARCC English II exam. The state assessment in mathematics refers to the PARCC Geometry or PARCC Integrated Math II exam, which are the two exams required by OSSE for high school students. For the HS PMF Student Achievement Category, schools are measured by the percentage of students scoring level 3 (Approaching College and Career Readiness) and levels 4 and 5 (College and Career Ready) on the state assessment in both ELA and mathematics.

- Level 1: Did not yet meet expectations of career and college readiness
- Level 2: Partially met expectations of career and college readiness
- Level 3: Approached expectations of career and college readiness

- Level 4: Met expectations of career and college readiness
- Level 5: Exceeded expectations of career and college readiness

OSSE has also selected the Multi-State Alternate Assessment (MSAA) for students with the most significant cognitive disabilities. Each student approved to take the MSAA will receive a score and a level, from 1 to 4, as follows:

- Level 1: Did not meet expectations
- Level 2: Partially met expectations
- Level 3: Met Expectations
- Level 4: Exceeded Expectations

1. Approaching College and Career Readiness Measure: Achievement Measures for high grades
 - a. Level 3 or above in ELA: The percentage of all students in all tested grades at the school achieving a level 3 or above on the PARCC assessment or levels 3 or above on the MSAA in ELA.
 - b. Level 3 or above in math: The percentage of all students in all tested grades achieving a level 3 or above on the PARCC assessment or levels 3 or above on the MSAA in math.

College and Career Readiness Measure: Achievement Measures for high grades

- a. Level 4 or above in ELA: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment or level 3 or 4 on the MSAA in ELA.
- b. Level 4 or above in math: The percentage of all students in tested grades earning a level 4 or 5 on the PARCC assessment or level 3 or 4 on the MSAA in math.

2. Floors and Targets
 - a. Approaching College and Career Readiness and Above: DC PCSB set an aspirational target of 100 for level 3 and above.
 - b. College and Career Ready: The target for PARCC level 4+/MSAA level 3+ is the 90th percentile of performance, calculated using a three-year weighted average.²⁰
 - c. The floor for the achievement measures will incrementally increase annually over the next two years until the 10th percentile is reached. The floor will remain at the 10th percentile of performance after the three years. In 2017-18, the floor was set at

²⁰ The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

the 3.3rd percentile of performance. In 2018-19, the floor was set at the 6.6th percentile of performance and in 2019-20, the floor is set at the 10th percentile of performance. The floor is calculated using a three-year weighted average.²¹

- d. Prior to calculating the floor and target for the achievement measures, DC PCSB will determine if there are any outliers in the data set, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.

The table below describes the business rule for determining the floor and target for both approached and college and career measures.

- e. The floors and targets will be set for two years beginning in 2019-20.

| Measure | Floor Business Rule | Floor | Target Business Rule | Calculated Target |
|---|-----------------------------|-------|-----------------------------|-------------------|
| Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades) | 10 th percentile | 24.9 | 100.0 | 100.0 |
| Level 3: Approaching College and Career Readiness and Above in Math (all tested grades) | 10 th percentile | 17.0 | 100.0 | 100.0 |
| Level 4 and 5: College and Career Ready in ELA (all tested grades) | 10 th percentile | 7.7 | 90 th percentile | 42.0 |
| Level 4 and 5: College and Career Ready in Math (all tested grades) | 10 th percentile | 0.1 | 90 th percentile | 17.0 |

Gateway Category

This category includes measures that capture critical achievement for future success in high school and college and careers, including grade 9 credits

²¹ The three-year weighted average is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

towards on track graduation, the school's four- and five-year graduation rates; student performance on college entrance exams and Advanced Placement (AP) and/or International Baccalaureate (IB) exams; college credits earned through a school's dual enrollment program; earned career and technical education (CTE) certifications; and the school's college acceptance rate. Below is a list of each of the measures included in this category.

Unless otherwise indicated, the floor for each measure is created using a three-year weighted average of public charter school performance to determine the bottom 10th percentile of all public charter schools. Data included in this calculation are from school years 2018-19, 2017-18, and 2016-17. Floors for each measure are recalculated by November of the current year once all the previous year's data is finalized. Many gateway measures are established measures which have more than three years of data. In cases of established measures, the floor and target are held constant for two years. The floor and target are calculated based on data through 2018-19 and set for two years with 2019-20 serving as year one. The floor and target will be recalculated for the 2021-22 PMF Policy and Technical Guide.

*Denotes measures where the floor and target are held constant for two years if they are calculated following the business rules stated above.

9th Grade on Track

- Measure: The measure is the percentage of grade 9 students earning enough credits to be on track for graduation from high school within four years. In most cases, this means earning six credits in the first year of high school.
- Target: The target is set at 90.0%
- Floor: The floor is set at 67% to align with the 4-year graduation rate.

High School Graduation Rates

- Measure: Four- and Five-year Adjusted Cohort Graduation Rate (ACGR).
- Target: The four-year target is set at 90.0% and the 5-year target is set at 100%.
- Floor: The floor is set at 67%, aligning with the Every Student Succeeds Act (ESSA) graduation requirement.

College Entrance Exams

- PSAT Measure: The rate of students in grade 11 scoring "college ready" on the PSAT. The benchmark is aligned with the SAT/ACT minimum benchmark measure.
- Target: The target is set at 50%, which is above the 90th percentile.

- Floor*: The floor is a three-year weighted average of the 10th percentile of school performance.
- SAT/ACT Benchmark Measure: The rate of students in grade 12 scoring “college ready” on the SAT or ACT assessment. The benchmark is set at the minimum requirement to enter DC community college.
- Target: The target is set at the aspirational goal of 75%.
- Floor*: The floor is a three-year weighted average of the 10th percentile of school performance.
- SAT/ACT College Ready Measure: The rate of students meeting the publisher’s “College and Career Readiness Benchmark on Evidence-Based Reading and Writing (ERW) and Math for SAT and English/Reading and Math for ACT.
- Floor and Target*: The floor is a three-year weighted average of the 10th percentile of school performance and the target is a three-year weighted average of the 90th percentile of school performance.
- Prior to calculating the floor and target for the PSAT and SAT/ACT measures, DC PCSB will determine if there are any outliers in the dataset, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.

College Acceptance Rate

- Measure: The rate of graduating students in grade 12 earning full-time acceptance into a two- or four-year college or university.
- Target: The target is set at the aspirational goal of 100%.
- Floor*: The floor is a three-year weighted average of the 10th percentile of school performance.²²

Career and College Readiness

- Measure of college readiness: The rate of students passing AP and/or IB exams, and/or the rate of students earning college credit by taking college-level courses in high school through a dual enrollment program offered by the school and/or the rate of

²² For College Acceptance, the 10th percentile of performance is 97.8. For SY 2019-20 a minimum range between the floor and target of ten points was implemented.

students earning an industry-recognized, DC PCSB-approved CTE certification.

- Floor and Target*: The floor is a three-year weighted average of the 10th percentile of school performance and the target is a three-year weighted average of the 90th percentile of school performance.
- a. Prior to calculating the floor and target for the AP/IB/DE/CTE measure, DC PCSB will determine if there are any outliers in the data set, in each year of the three-year weighted average. An outlier is determined if the rate(s) are 1.5 times the Interquartile Range (IQR). The outliers will be removed prior to calculating the percentile of performance for each year in the three-year weighted average for both the floor and/or target.

Most of the gateway measures are established measures with more than three years of data. For these measures the floor is held constant for two years. The floor is calculated based on data through 2018-19 and set for two years with 2019-20 serving as year one. The floor and target will be recalculated for the 2021-22 PMF Policy and Technical Guide.

| Measure | Floor | Target |
|--|-------|--------|
| 9 th Grade on Track to Graduate | 67.0 | 90.0 |
| Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate) | 67.0 | 90.0 |
| Five-Year Graduation Rate (Adjusted Cohort Graduation Rate) | 67.0 | 100.0 |
| PSAT Performance (Grade 11) | 9.4 | 50.0 |
| SAT/ACT Performance (Grade 12) | 28.2 | 75.0 |
| SAT/ACT College and Career Ready: ERW | 22.8 | 51.4 |
| SAT/ACT College and Career Ready: Math | 4.0 | 22.1 |
| College Acceptance Rate | 90.0 | 100.0 |
| College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment /CTE Certification | 5.9 | 44.7 |

Student Environment Category

This category measures key predictors of student progress and achievement, including attendance and re-enrollment.

1. Attendance
 - a. Measure: DC PCSB measures attendance through the in-seat attendance (ISA) rate of all students attending the school.
 - b. Floor and Target: The floor is set at 82% the target at 92%.
2. Re-enrollment

- Measure: Re-enrollment is calculated based on all eligible students who attended the school and were captured in the previous fall audit who return to the school and are captured in the school's current year audit. Please see the [Data Sources and Methodology](#) table for details on eligibility.
- Floor and Target: The floor and target are calculated based on the previous three years of re-enrollment rates, where the floor is based on the 10th percentile of school performance and the target is set at 90%. Re-enrollment is an established measure with more than three years of data. For this measure the floor is held constant for two years. The floor is calculated based on data through 2018-19 and set for two years with 2019-20 serving as year one. The floor and target will be recalculated for the 2021-22 PMF Policy and Technical Guide.
- Re-enrollment Rate Calculations with Campus Reconfigurations: If an existing school is approved by DC PCSB's Board to reconfigure into two or more campuses, the PMF re-enrollment rate is calculated based on a roster of students audited at the combined campus during the prior school year during the first year after the campus reconfigures. For example, if an LEA approved by DC PCSB to reconfigure its one campus spanning 6 through grade 12 into two campuses serving grade 6-8 and grades 9-12, the re-enrollment rates for each campus during the subsequent year of reconfiguration will be the percentage of students from the grades 6-12 campus in the prior year who were audited at either the grades 6-8 or grades 9-12 campus during the current year, and the re-enrollment rate will be the same for both campuses.

| Measure | Floor | Target |
|---------------|-------|--------|
| Attendance | 82 | 92 |
| Re-Enrollment | 73.9 | 93.3 |

Additional Business Rules for Setting Floors and Targets

The floors will follow the business rules each year, with the following exceptions:

- A measure's floor will not change by more than 33.3% in any given year. If the weighted average would cause the floor to rise or fall more than 33%, the floor will be artificially capped at 33.3%. When a floor is capped at 33.3% change, it will be updated annually instead of every two years.
- If there is a significant change in the measure used, (e.g., a change in formula for graduation rates, the state adopts a new state assessment) the floors will be readjusted to the 10th percentile of charter school

performance for that new measure using only the year(s) when the new measure is applied and the results are publicly available.²³

- When only two years of data are available as opposed to three years, the floor will be calculated based on the lowest 10th percentile over the past two years, where both years have 50% of the weight.
- When one year of data is available, the floor will be calculated based on the lowest 10th percentile in that year.

Targets will follow the business rules each year, with the following exceptions:

- If the calculated 90th percentile is at or more than 33.3% above the current target, the target will be raised by 33.3%. When a target is capped at 33.3% change, it will be updated annually instead of every two years.
- If a measure is significantly changed (e.g., a new state assessment or a change in formula), and the target is currently not aspirational (e.g., 100%), the target will be recalculated to match the 90th percentile.
- When three years of archival data are not available, such as when a new measure is introduced, or the formula is changed, one or two years of data will be used, until three years of data are available.
- If the calculated target exceeds 100%, the target will remain at 100%.

Points Possible for Measures included in PMF Tier

Each measure has a specific approved points, which describes how much the measure will impact the overall score.

High School PMF (9-12) for Schools

| Category | Measure | Possible Points | Floor | Target |
|---------------------|---|-----------------|-------|--------|
| Student Progress | Median Growth Percentile – ELA ²⁴ | 7.5 | 30.0 | 65.0 |
| | Median Growth Percentile – Math ²² | 7.5 | 30.0 | 65.0 |
| Student Achievement | Level 3: Approaching College and Career Readiness and Above in ELA | 5.0 | 24.9 | 100.0 |
| | Level 3: Approaching College and Career Readiness and Above in Math | 5.0 | 17.0 | 100.0 |

²³ This was done in 2012 when the state changed the methodology for calculating graduation rates, and again in 2015 when the state converted its state assessment from DC CAS to PARCC.

²⁴ For SY 2019-20, schools will be able to opt-in to counting Student Progress outcomes in the overall HS PMF score.

| | | | | |
|-----------------------|--|------------|------|-------|
| | Level 4 and 5: College and Career Ready in ELA | 5.0 | 7.7 | 42.0 |
| | Level 4 and 5 College and Career Ready in Math | 5.0 | 0.1 | 17.0 |
| Gateway | 9 th Grade on Track to Graduate | 5.0 | 67.0 | 90.0 |
| | Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate) | 4.0 | 67.0 | 90.0 |
| | Five-Year Graduation Rate (Adjusted Cohort Graduation Rate) | 6.0 | 67.0 | 100.0 |
| | PSAT Performance (Grade 11) | 5.0 | 9.4 | 50.0 |
| | SAT/ACT Performance (Grade 12) | 5.0 | 28.2 | 75.0 |
| | SAT/ACT College and Career Ready: ERW (Grade 12) | 2.5 | 22.8 | 51.4 |
| | SAT/ACT College and Career Ready: Math (Grade 12) | 2.5 | 4.0 | 22.1 |
| | College Acceptance Rate | 5.0 | 90.0 | 100.0 |
| | College and Career Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment/CTE Certificate | 7.5 | 5.9 | 44.7 |
| | School Environment | Attendance | 12.5 | 82.0 |
| Re-Enrollment | | 10.0 | 73.9 | 93.3 |
| Total Points Possible | | 100 | | |

Data Sources and Methodology

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|-------------------------|---------------------------------|--|--|--|
| Student Progress | Median Growth Percentile | <p>Growth measure that tells how much change or growth there has been in student performance from year to year.</p> <p>To lessen some of the observed year-to-year variability in the MGPs, DC PCSB computes an aggregated MGP by taking the median of all Student Growth Percentile scores from the previous two years.</p> | <p>Score as provided by OSSE and validated by schools.</p> <p>Components Median Growth Percentile Score is calculated by identifying the median score of:</p> <ul style="list-style-type: none"> • HS: All grade 10 students who attended the campus for the full academic year in SY 2019-20 with a student growth percentile calculated from a PARCC score in ELA in grade 8 to the current school year. • HS: All students who attended the campus for the full academic year in SY 2019-20 with a student growth percentile calculated from a PARCC score in Math in grade 8 to the current school year. <p>Notes</p> <ul style="list-style-type: none"> • HS schools have the option of using the PARCC Geometry and/or PARCC Integrated Math II assessment as their high school state assessment in math. If a school has students taking both assessments, the PMF will report on all tested students from these two tests. • The n-size must be at least 10 for each year. If the most current year has an n-size of 10 or greater but the year prior does not, only the current year will be included in the calculation. If the year prior has an n-size of 10 or greater but the current year does not, growth will not be reported on the scorecard. <p>Validation: OSSE calculates and validates this measure with schools.</p> <p>References: http://pcsb-pmf.wikispaces.com/Changes+to+the+2010-2011+PMF</p> | <p>A measure of student progress that compares changes in a student's PARCC scores to other students with similar score performance profiles. It tells how much change or growth there has been in performance from year to year.</p> <p>Requirement of two years of PARCC results for each student, but not necessarily from the same school (e.g., the baseline PARCC score can be from a different school).</p> |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------------------|---|--|--|---|
| | | | http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf http://www.schoolview.org/GMFAQ.asp http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Growth%20Tech%20Report.pdf | |
| Student Achievement | PARCC Approaching College and Career Readiness and above rates in math and ELA | Percentage of students scoring levels 3, 4, and 5 on the PARCC or levels 3 and 4 on the MSAA assessment. | <p>Components PARCC/MSAA scores for all campus-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools:</p> <ul style="list-style-type: none"> • HS Math Provision: DC PCSB will combine scores for both high school math assessments (Geometry and Integrated Math II) to create the achievement score. <p>Metric</p> $\left[\frac{\text{Total number of FAY students scoring levels 3, 4 and 5 on PARCC or levels 3 and 4 on MSAA math}}{\text{Total \# of eligible FAY students tested}} \right] \times 100$ <p>OR</p> $\left[\frac{\text{Total number of FAY students scoring levels 3, 4 and 5 on PARCC or levels 3 and 4 on MSAA ELA}}{\text{Total \# of eligible FAY students tested}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> • High schools may choose either the PARCC Geometry or Integrated Math II assessment. • If a high school has students taking both exams (in either one year or back to back years), all FAY | This category shows the percentage of students who demonstrated they are Approaching College and Career Readiness or above on the content on the PARCC or meeting expectations on the MSAA. |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------------------|---|--|--|--|
| | | | <p>campus-level students will be combined into one aggregated rate each year.</p> <ul style="list-style-type: none"> Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. Students who attended a non-terminal grade of a closed HS campus from another charter LEA the prior year are excluded from this measure. <p>OSSE provides the student level data for this measure.</p> | |
| Student Achievement | PARCC College and Career Ready rates in math and ELA | Percentage of students scoring levels 4 and 5 on the PARCC assessment or levels 3 and 4 on the MSAA. | <p>Components PARCC/MSAA scores for all campus-level FAY students. Number of FAY students tested for the most recent year. FAY determined by OSSE and validated by schools:</p> <p>Metric Calculated as with PARCC Approaching College and Career Readiness</p> $\left[\frac{\text{Total number of FAY students scoring levels 4 and 5 on PARCC or levels 3 and 4 on MSAA math}}{\text{Total \# of eligible FAY students tested}} \right] * 100$ <p>OR</p> $\left[\frac{\text{Total number of FAY students scoring levels 4 and 5 on PARCC or levels 3 and 4 on MSAA ELA}}{\text{Total \# of eligible FAY students tested}} \right] * 100$ <p>Notes</p> | This category captures the percentage of students who demonstrate College and Career Ready level performance on the PARCC or met expectations on the MSAA. |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|---------|-------------|---|-----------|
| | | | <ul style="list-style-type: none"> • High schools may choose either the PARCC Geometry or Integrated Math II assessment. • If a high school has students taking both exams (in either one year or back to back years), all FAY students will be combined into one aggregated rate each year. • Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. • Students who attended a non-terminal grade of a closed HS campus from another charter LEA the prior year are excluded from this measure. <p>OSSE provides the student level data for this measure.</p> | |

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| <p>Gateway</p> | <p>9th Grade on Track to graduate</p> | <p>Percentage of grade 9 students receiving enough credits to be on track to meet OSSE graduation requirements and the individual LEA graduation requirements in 4 years.</p> | <p>Components</p> <ul style="list-style-type: none"> • Number of grade 9 students as per end of year enrollment records on a date determined by DC PCSB. • Credits based on the standard DC State Board of Education (SBOE) requirements: Students must pass 6 credits or the equivalent, consisting of Algebra I, an English course, a science course, a social studies course that is among World History, US History, US Government or DC History, and two additional credits (e.g., elective courses). <p>Metric</p> $\left[\frac{\text{\# of grade 9 students receiving enough credits to be on track to meet LEA graduation requirements in four years}}{\text{\# of grade 9 students}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> • To earn points for being “on track,” a student must have earned a minimum number of credits to allow him or her to complete high school in four years without taking summer school past grade 9 or classes outside of the published school day hours required of all students (i.e., mandatory “zero period” or “after school” or “Saturday school” if it is not required of every student). • DC PCSB will use LEA promotion policies as documented in its fall Compliance Review Epicenter submission to DC PCSB to determine 9th Grade on Track status. • Students on the individualized education program (IEP) certificate track will be considered on track if they have made sufficient progress toward IEP goals as determined by the school’s student support team. • All current grade 9 students are included regardless of repeater status. | |
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| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|---------|-------------|--|-----------|
| | | | <ul style="list-style-type: none"> • Self-reported by schools based on grade 9 transcripts. • Students with disabilities in non-public placements are excluded from this measure. <p>Validation: DC PCSB validates a 20% sample of transcripts; if there are discrepancies, DC PCSB will validate 100% of records.</p> | |

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| <p>Gateway</p> | <p>College and Career Readiness</p> | <p>Number of passing AP/IB exams, dual enrollment courses, or CTE certificates per year over the number of grade 12 students.</p> | <p>Components Number of passing Advanced Placement (AP) exams, International Baccalaureate (IB) exams, dual enrollment courses, and approved Career and Technical Education (CTE) certification exams in the current school year:</p> <ul style="list-style-type: none"> ○ Minimum passing requirement for AP is a 3 on the exam ○ Minimum passing requirement for IB is a 4 on the exam ○ Minimum passing requirement for a dual enrollment course is a grade of C- ○ Minimum passing requirements for a CTE certification: <ul style="list-style-type: none"> ▪ A CTE certification must be earned in an eligible CTE career sector per the Strategic Plan for Career and Technical Education in the District of Columbia (CTE Strategic Plan)²⁵ ▪ A CTE certification exam is the test to receive an industry-recognized certification ▪ Earning a certification means completing all the requirements and receiving the certification ▪ Approved CTE Certifications: <ul style="list-style-type: none"> • Carpentry Level 1, National Construction Career Test • Child Development Associate (CDA) • Certified Nursing Assistant (CAN) • Leadership in Energy and Environmental Design (LEED) • NAFTrack, NAFTrack Certified Hiring | <p>All students who earn college-level credits or earning a CTE industry- recognized certifications while attending high school.</p> <p>All passing exams during school year 2019-20 contribute to the score, regardless of who takes the test.</p> <p>Using the grade 12 cohort as denominator enables measures to track passing scores without creating incentives for schools to limit size of college/career-level classes.</p> |
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²⁵ A copy of the Strategic Plan can be found at: <http://osse.dc.gov/publication/career-and-technical-education-cte-strategic-plan>; schools may appeal the PCSB to include a certification that is not an eligible CTE career sector if the school can show that the career field meets the high-skill, high-wage, and high-demand criteria outlined in the Strategic Plan.

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| | | | <p>Number of grade 12 students as per end of year enrollment records on a date determined by DC PCSB and any grade 12 students who graduate early during the current year</p> <p>Metric</p> $\left[\frac{\text{\# of AP exams, IB exams, dual enrollment courses, and CTE certifications passed by students at any grade level}}{\text{\# of grade 12 students}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> • One student may contribute multiple passing exams or courses, and each passing score or grade will count in the numerator. The student, if in grade 12, will count only once in the denominator. • Passing scores from students in grades 9-11 contribute to numerator but not to the denominator, which is limited to all grade 12 students. • Any HS with a grade 12 that does not offer AP or IB exams, dual enrollment courses, or CTE Programs of Study is given 0 points on this metric. • Dual enrollment courses must be at least three credit hours. • CTE certificates earned and dual enrollment courses taken in the summer prior to the start of the school year (i.e., summer 2019) will be included along with certificates earned and courses taken during school year 2019-20. • Students with disabilities in non-public placements are not included in this measure. • Students who qualify for the alternative state assessment (e.g., the Multi-State Alternate Assessment consortium or MSAA assessment) for their most recent state test or students who are on an IEP certificate track are not included in this measure. | |
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| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|---------|-------------|--|-----------|
| | | | <ul style="list-style-type: none"> <li data-bbox="827 232 1570 418">Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. <p data-bbox="774 459 1560 706">Validation: DC PCSB collects AP data from College Board, dual enrollment from UDC. Schools submit evidence of passing IB courses, transcripts for dual enrollment courses, and evidence of earned CTE certifications. DC PCSB validates 100% of the evidence submitted by schools to validate the rate for this measure. Schools must notify DC PCSB prior to the program year if planning to include CTE for approval.</p> | |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|------------------------|---|---|-----------------------------|
| Gateway | 4-Year Graduation Rate | 4-year Adjusted Cohort Graduation Rate calculated by OSSE and validated by schools. | <p>Rate as provided by OSSE and validated by schools:</p> $\left[\frac{(\# \text{ of student in the cohort who graduated by June or August 2019 with a standard diploma})}{(\# \text{ of first time grade 9 students in fall 2016+ transfers-in - transfers-out - emigrants - students who pass away})^*} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> • DC PCSB publishes the 4-year ACGR one year behind so that the 4-year and 5-year rates report on the same cohort of students. • If a school has a grade 12 for the first, then the current year's four-year ACGR is included (using the fall 2016 cohort) <p>*As defined by OSSE. If a school receives updated documentation after a cohort has been finalized, DC PCSB will accept the documentation for review. If the document is approved and a student is removed from the cohort, the PMF published rate may differ from OSSE's published rate. Validation: OSSE calculates and validates this data with schools.</p> | Aligned with OSSE standards |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|------------------------|---|---|---|
| Gateway | 5-Year Graduation Rate | 5-year Adjusted Cohort Graduation Rate (as of October) calculated by OSSE and validated by schools. | <p>Rate as provided by OSSE and validated by schools:</p> $\left[\frac{(\# \text{ of student in the cohort who graduated by June or August 2020 with a standard diploma})}{(\# \text{ of first time grade 9 students in fall 2016+ transfers-in - transfers-out - emigrants - students who pass away})^*} \right] \times 100$ <p>*As defined by OSSE. If a school receives updated documentation after a cohort has been finalized, DC PCSB will accept the documentation for review. If the document is approved and a student is removed from the cohort, the PMF published rate may differ from OSSE's published rate. Validation: OSSE calculates and validates this data with schools.</p> | <p>Aligned with OSSE standards</p> <p>Many high schools have ninth graders who are far below grade level and take five years (or more) to earn a high school diploma.</p> |

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| <p>Gateway</p> | <p>PSAT Performance (HS)</p> | <p>Percentage of current grade 11 students scoring at a college-ready level on the PSAT.</p> | <p>Components</p> <ul style="list-style-type: none"> • PSAT data for current grade 11 students • Number of grade 11 students returned to the LEA as per the prior year enrollment audit and the current year enrollment records on an end of year date determined by DC PCSB <p>Metric</p> $\left[\frac{\text{\# of returning grade 11 students scoring at least a score of 850 (combined Math and Evidenced – based Reading and Writing) on the PSAT}}{\text{\# of returning grade 11 students}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> • DC PCSB will accept a test from the student's 10th or 11th grade year, the highest subject score will be applied. • Any HS with the grade 11 that does not offer the PSAT exam is given 0 points on this metric. • Students who meet the criteria to be in the denominator but have not taken the PSAT exam are still included in this measure • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (e.g., the MSAA assessment) for their most recent state test or students who are on an IEP certificate track are not included in this measure. • Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. | |
|-----------------------|--|--|---|--|

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|---------|-------------|--|-----------|
| | | | Validation: DC PCSB will collect PSAT data directly form the College Board. Schools will validate this data. | |

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|-----------------------|--|--|---|--|
| <p>Gateway</p> | <p>SAT and ACT Baseline Performance</p> | <p>Percentage of current grade 12 students at a college ready level on the SAT or ACT.</p> | <p>Components</p> <ul style="list-style-type: none"> • Every SAT or ACT score for current grade 12 students, including when it was taken in previous years • Number of grade 12 students returned to the LEA as per the prior year enrollment audit and the current year enrollment records on an end of year date determined by DC PCSB and any grade 12 students who graduate early during the current year <p>Metric</p> $\left[\frac{\begin{array}{l} \# \text{ of returning grade 12 students scoring at least a score of 890} \\ \text{(combined Math and Evidenced – based Reading and Writing) on the SAT} \\ \text{OR earning at least a 16 (composite score) on the ACT} \end{array}}{\# \text{ of returning grade 12 students}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> • Because students often take the SAT and ACT multiple times to improve their scores, DC PCSB will count the student as having met this measure if the student earns an 890 on the SAT or 16 on the ACT at any time in his or her high school career even if the score is earned while the student attended a different high school. • DC PCSB uses a student’s highest score on each section of the SAT (Math and Evidenced-based Reading and Writing) even if those scores occurred on different test dates. • Students who have not taken the SAT or ACT exams are given 0 points on this metric. • Students with disabilities in non-public placements are excluded from this measure. | <p>For reference visit: SAT-ACT concordance table: https://dcpcsb.egnyte.com/dl/rdVB5CRMB0</p> |
|-----------------------|--|--|---|--|

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------|--|---|--|-----------|
| | | | <ul style="list-style-type: none"> Students who qualify for the alternative state assessment (e.g., the MSAA assessment) for their most recent state test or students who are on an IEP certificate track are not included in this measure. Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year's rate in the three-year weighted calculation. <p>Validation: DC PCSB obtains SAT score from the College Board. Schools must submit evidence of student's test score on the ACT. DC PCSB reviews 100% of the documents submitted by schools.</p> | |
| Gateway | College and Career Ready SAT and ACT Performance – Math and ERW | Percentage of students scoring at the College and Career Readiness Benchmark in either Math or ERW. | <p>Components</p> <ul style="list-style-type: none"> Every SAT or ACT score for current grade 12 students, including when it was taken in previous years Number of grade 12 students returned to the LEA as per the prior year enrollment audit and the current year enrollment records on an end of year date determined by DC PCSB and any grade 12 students who graduate early during the current year <p>Metric:</p> $\left[\frac{\begin{array}{l} \# \text{ of returning grade 12 students scoring at least a score of 480} \\ \text{Evidenced – based Reading and Writing section on the SAT} \\ \text{OR earning at least a average score of 20 on the English and Reading} \\ \text{sections on the ACT} \end{array}}{\# \text{ of returning grade 12 students}} \right] \times 100$ | |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------------|---------------------------|---|---|--|
| | | | $\frac{\left[\begin{array}{l} \# \text{ of returning grade 12 students scoring at least a score of 530} \\ \text{Math section on the SAT} \\ \text{OR earning at least a 22 on the Math section on the ACT} \end{array} \right]}{\# \text{ of returning grade 12 students}} \times 100$ <p>Notes</p> <ul style="list-style-type: none"> • DC PCSB uses a student’s highest score on each section of the SAT or ACT, even if those scores occurred on different test dates. • Students who have not taken the SAT or ACT exams are given 0 points on this metric. • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (e.g., the MSAA assessment) for their most recent state test or students who are on an IEP certificate track are not included in this measure. • Outliers are removed prior to calculating the floor and target for the achievement measures. Outliers are any rates that exceed 1.5*IQR. Outliers are removed prior to implementing the business rule to calculate each year’s rate in the three-year weighted calculation. <p>Validation: DC PCSB obtains SAT scores from the College Board or OSSE. Schools must submit evidence of students’ test scores on the ACT. DC PCSB reviews 100% of the documents submitted by schools.</p> | |
| Gateway | College Acceptance | Percentage of high school seniors accepted to a full-time | Components <ul style="list-style-type: none"> • Unique college acceptances • Students on the current year’s certified graduates list | College acceptance is a necessary step to college enrollment and has been defined to be an important |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|---------------------------|-------------------|-------------------------|--|-----------------------------|
| | | college or university. | <p>Metric</p> $\left[\frac{\text{\# of graduating students accepted to a full-time college or university}}{\text{\# of graduates}} \right] \times$ <p>Notes</p> <ul style="list-style-type: none"> • Acceptances must be from a degree-granting institution of higher education. • College acceptances must be from the current school year unless the college or university indicates that an earlier acceptance is still valid. • Acceptable documentation includes only <u>final</u> acceptance letters (not conditional or provisional admissions letters), and other documentation that demonstrate a student’s admission or enrollment at a degree-granting institution. • Conditions or provisions solely related to non-academic factors, such as a background check, will count as full acceptances for the HS PMF. • DC PCSB recognizes that all college acceptances are conditional upon receipt of a final high school transcript or diploma, so a condition or provision solely based on receipt of a final high school transcript or diploma are considered full acceptances for the HS PMF. • Students with disabilities in non-public placements are excluded from this measure. • Students who qualify for the alternative state assessment (e.g., the MSAA assessment) for their most recent state tests or students who are on an IEP certificate track are not included in this measure. | measure of student success. |
| School Environment | Attendance | In-seat attendance rate | <p>Components</p> <ul style="list-style-type: none"> • Attendance by grade span • Aligns with OSSE’s calculation | |

| Category | Measure | Description | Components, Metric, Additional Notes | Rationale |
|----------|---------|-------------|--|-----------|
| | | | <p>Metric</p> $\left[\frac{\text{\# of days present}}{\text{\# days enrolled}} \right] * 100$ <p>Validation: OSSE collects and validates this data with schools.</p> | |

| School Environment | Re-enrollment | Re-enrollment rate for those eligible to return. | <p>Components Previous fall enrollment by student ID and grade (October Audited Enrollment). Current fall enrollment by student ID and grade (October Audited Enrollment).</p> <p>Metric Map students in previous fall and current fall to determine overlap. Determine which students in previous fall are ineligible to re-enroll (those in their final year or on the certified graduation list; moved out from DC).</p> $\left[\frac{\text{Total \# of students attending both previous fall and current fall}}{(\text{\# of students in previous fall}) - (\text{\# of students ineligible to enroll})} \right] \times 100$ <p>For all students deemed ineligible to re-enroll, DC PCSB will verify their ineligibility using the following processes:</p> <table border="1" data-bbox="747 841 1659 1399"> <thead> <tr> <th data-bbox="747 841 1186 906">Reason for Ineligibility to Re-Enroll</th> <th data-bbox="1186 841 1659 906">Ineligibility Verification Process</th> </tr> </thead> <tbody> <tr> <td data-bbox="747 906 1186 1024">Students in the campus's terminal grade who were promoted to the next grade.</td> <td data-bbox="1186 906 1659 1024">DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation.</td> </tr> <tr> <td data-bbox="747 1024 1186 1399">Students who moved out of DC.</td> <td data-bbox="1186 1024 1659 1399">DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following: <ul style="list-style-type: none"> • Signed parent/guardian withdrawal form explicitly indicating out-of-state move. • Signed parent/guardian email/letter indicating enrollment at an out-of-state public school. </td> </tr> </tbody> </table> | Reason for Ineligibility to Re-Enroll | Ineligibility Verification Process | Students in the campus's terminal grade who were promoted to the next grade. | DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation. | Students who moved out of DC. | DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following: <ul style="list-style-type: none"> • Signed parent/guardian withdrawal form explicitly indicating out-of-state move. • Signed parent/guardian email/letter indicating enrollment at an out-of-state public school. | Used to assess student and parent satisfaction and dropout rate. |
|--|--|--|--|--|---|--|--|-------------------------------|--|--|
| Reason for Ineligibility to Re-Enroll | Ineligibility Verification Process | | | | | | | | | |
| Students in the campus's terminal grade who were promoted to the next grade. | DC PCSB will use enrollment data to verify the student's grade in both school years. LEAs do not have to submit any documentation. | | | | | | | | | |
| Students who moved out of DC. | DC PCSB will verify that the student is not enrolled in another public school in DC. To show proof of out-of-state move, LEAs must submit one of the following: <ul style="list-style-type: none"> • Signed parent/guardian withdrawal form explicitly indicating out-of-state move. • Signed parent/guardian email/letter indicating enrollment at an out-of-state public school. | | | | | | | | | |

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| | | | | <ul style="list-style-type: none"> • Student records or records request from an out-of-state public school. | | |
| | | | Students placed in a private placement. | Schools may have to provide documentation of the placement. | | |
| | | | Students expelled for a federally recognized reason, such as bringing a firearm to school; U.S. Code § 7151 (PDF / text). | DC PCSB will use discipline data to verify students' expulsion records. LEAs must submit documentation that the expulsion was for a federally recognized reason. | | |
| | | | Student placement in Department of Youth Rehabilitation Services (DYRS) | DC PCSB will review provided documentation of specific placement in a DYRS facility. | | |
| | | | Death | DC PCSB will review document submitted to OSSE's Exit Management system. | | |
| | | | <p>Notes</p> <ul style="list-style-type: none"> • Students who transfer within an LEA from one campus to another will be removed from both the numerator and denominator. • Documents used for multiples (e.g., siblings) must include each student's name. • To decrease the burden, all documents should be submitted through OSSE's Exit Management system for DC PCSB review in this measure. <p>Validation: DC PCSB reviews the documents submitted to OSSE by schools to validate this measure.</p> | | | |

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|--|---|---|--|--|
| <p>Stand-Alone, Untiered Measures</p> | <p>School-approved Mission Specific Goal (MSG)</p> | <p>The Mission Specific Goal measures a specific commitment of the LEA to the school.</p> | <p>This measure is optional. For a school to display its Mission Specific Goal (MSG) on the HS PMF, the LEA must submit an application through DC PCSB's Goal Amendment Application for review and approval.</p> <p>Applicants must submit the completed application to DC PCSB by February 1 to be included for the following year's PMF. The goal will continue to be displayed until the LEA changes the mission of the charter or the measurement is no longer available.</p> <p>Mission Specific data are provided by school, aggregated by DC PCSB (when possible), and validated by schools. If DC PCSB cannot aggregate the overall score, DC PCSB will validate the data.</p> <p>Validation: DC PCSB collects and validates the data for this measure.</p> | <p>Charter schools are awarded charters based on the innovation of their program. This display option allows schools to show the results of their MSG to all stakeholders.</p> |
|--|---|---|--|--|

Adult Education PMF

Adult Education Performance Management Framework

The Adult Education Performance Management Framework (AE PMF) is used as a common accountability measure for young adult and adult education (AE) public charter schools.

Each AE public charter school selected one of two program years to report data based on its program cycle. The table below lists the program year each AE public charter school selected for school year 2019-20.

| Cohort 1 | Cohort 2 |
|--|---|
| Program Year: July 1 – June 30 | Program Year: September 1 – August 31 |
| Quarter 1: July, August, September Quarter 2: October, November, December Quarter 3: January, February, March Quarter 4: April, May, June | Quarter 1: September, October, November Quarter 2: December, January, February Quarter 3: March, April, May Quarter 4: June, July, August |
| Academy of Hope Adult Public Charter School (PCS) Briya PCS Carlos Rosario International PCS | Community College Preparatory Academy PCS LAYC Career Academy PCS The Family Place PCS Maya Angelou PCS – Young Adult Learning Center The Next Step/El Próximo Paso PCS YouthBuild PCS |

Categories

DC PCSB will use the following four categories to measure academic performance for all AE public charter schools:

- (1) **Student Progress:** This category captures students’ learning gains in either adult basic education (ABE) or English language acquisition/English as a second language (ESL) programs. Student progress is measured by tests that are valid and reliable for adults and disengaged youth.
- (2) **Student Achievement:** This category captures the rate of students who passed a portion of a secondary credential assessment, the rate of students who earned their secondary credential, and the rate of students who earned a high-level, industry-recognized career and technical education (CTE) certification.

means to assess performance in each area defined by an indicator.”²⁶ Each category has an approved set of measures. Each measure has a floor and a target in which points are achieved. The floor determines the minimum value for which any points are awarded. Schools do not receive points for values that are below the floor. The target determines the value at which the maximum points for a measure is awarded. Schools do not receive additional points for values that are above the target. Floors and targets are calculated using the formulas in the following sections. Depending on the school’s score on a specific measure and its position between the floor and target, it will receive incrementally more points the higher the score.

Generally, the calculated floors and targets are updated every two years using the most recent three years’ worth of data.²⁷ The floor and target update schedule for the next several school years is reported in the table below. Floors and targets will neither increase nor decrease more than 33.3% at one time. If applying the floor and target-setting business rules described below raises or lowers a measure’s floor or target by more than 33.3% of what the floor or target had previously been, then the floor or target will be raised or lowered by 33.3% of its previous value.

| Category | Measure | Floor and/or Target Update²⁸ |
|------------------------------|---|--|
| Student Progress | Adult Basic Education Educational Gain | School years 2020-21, 2022-23, 2024-25, 2026-27 |
| | English as a Second Language Educational Gain | |
| Student Achievement | Earned Secondary Credential | School years 2019-20, 2021-22, 2023-24, 2025-26, 2027-28 |
| | GED Subject Test Achievement | |
| | Earned High-level Certification | |
| College and Career Readiness | Entered Employment or Postsecondary | School years 2020-21, 2022-23, 2024-25, 2026-27 |
| | Retained Employment or Postsecondary | |
| Leading Indicators | Attendance | School years 2019-20, 2021-22, 2023-24, 2025-26, 2027-28 |
| | Retention | |

²⁶ See “A Framework for Academic Quality,” National Consensus Panel on Charter School Academic Quality, June 2008, available at <http://bit.ly/2Bs5tXi>.

²⁷ If three years’ worth of data are not available, DC PCSB will use two years’ worth of data.

²⁸ 2018-19 is the inaugural year for the AE summative scoring model. DC PCSB updated all the floors and targets-setting business for the 2018-19 framework. The table’s timeline are the updates for each measure going forward.

Student Progress Category

Student progress is a measure of student growth in either English Language Acquisition/English as a second language (ESL) or adult basic education (ABE) in their lowest performing subject over the course of a program year. Schools must pre- and post-test a minimum of 60.0% of eligible students in their lowest performing subject to receive points in this category. For ESL, the measure reports English language acquisition through writing, speech, and reading. For ABE, the measure reports student growth in reading, language, and numeracy over the course of a program year. This category uses educational functioning level gains on assessments approved by the US Department of Education's National Reporting System (NRS) as the measure of growth.

1. ABE Educational Gain Measure

- a. This measure captures the rate of students gaining one or more levels on appropriate tests (including, at a minimum, literacy and numeracy) to measure ABE progress. Progress is captured based on a student's lowest performing subject pre- and post-tests, and points are earned only when a post-test outcome puts the student at the next ABE level. ABE "services are designed for adults who need to improve their reading, writing, and basic math skills in order to obtain a high school diploma or GED and/or transition to postsecondary education and/or the workforce."²⁹
- b. Floor and Target
 - i. The target is an aspirational 100%. For school years 2018-19 and 2019-20, the floor is 20.0%.
 - ii. Beginning with the 2020-21 AE PMF, the target will remain at the aspirational 100%, while the floor will be recalculated every two years to move to the 10th percentile of local or national ABE progress performance (whichever is lower). "Local" refers to progress rates from Washington, DC's adult education public charter sector. "National" refers to progress rates from the US Department of Education's Office of Career, Technical and Adult Education (OCTAE). Percentiles will be calculated using a weighted average of the most recent (and available) three years' worth of data;

²⁹ See "District of Columbia Workforce Innovation and Opportunity Act (WIOA) 2016-2020 Unified State Plan," Government of the District of Columbia, February 2016, available at <http://bit.ly/2oSeZg6>.

the lowest 10th percentile between the local and national percentiles will be ultimate floor for this measure.³⁰

2. ESL Educational Gain Measure

- a. This measure captures the rate of students gaining one or more level on appropriate tests to measure ESL progress. Progress is captured based on a student's pre- and post-tests, and points are earned only when a post-test outcome puts the student at the next ESL level. English Language Acquisition programs are a) designed to help eligible individuals who are English Language Learners³¹ achieve competence in reading, writing, speaking, and comprehension of the English language; and b) that leads to i) attainment of a secondary school diploma or its recognized equivalent; and ii) transition to postsecondary education and training; or iii) employment.³²
- b. Floor and Target
 - i. The target is an aspirational 100%.
 - ii. For school years 2018-19 and 2019-20, the floor is 26.0%.
 - iii. Beginning with the 2020-21 AE PMF, the floor will be recalculated every two years to move to the 10th percentile of local or national ESL progress performance (whichever is lower). "Local" refers to progress rates from Washington, DC's adult education public charter sector. "National" refers to progress rates from the US Department of Education's Office of Career, Technical and Adult Education (OCTAE). Percentiles will be calculated using a weighted average of the most recent (and available) three years' worth of data; the lowest 10th percentile between the local and national percentiles will be ultimate floor for this measure.

Programs with fewer than ten students are not displayed on the school's scorecard but will be included in the category's score. Eligible students without an NRS-approved assessment pre-test, are weighted as a zero for Student Progress and Persistence. For Student Progress, students who were eligible but not tested will be included in the denominator for either the ABE

³⁰ The three-year weighted average mentioned here and elsewhere in the AE PMF is calculated as follows: the most recent year has 50% weight, the previous year has 30% weight, and the year prior to that has 20% weight.

³¹ WIOA Title II – Adult Education and Literacy Act Sec. 203 states an English Language Learner is an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.

³² Ibid, 178.

Educational Gain measure or the ESL Educational Gain measure (depending on the students' program enrollment data).

Eligible students for the Student Progress category are students:

- Enrolled in an ABE or ESL program;
- Enrolled for at least 15 consecutive calendar days and receiving at least 12 hours of service within the 15 days; and
- Enrolled at least two months before the end of the program year.

Students who took an NRS-approved assessment in the prior year no more than three months before the start of the current year may use that assessment as their pre-test in the current year.

| Measure | Floor | Target | Weight |
|----------------------|-------|--------|--------------------------------|
| ABE Educational Gain | 20.0 | 100 | # of test takers ³³ |
| ESL Educational Gain | 26.0 | 100 | # of test takers |

Based on the floor-setting business rules for Student Progress, the table below reports the assumed floors for each year if the 10th percentile of actual performance increases more than 33.3%. If the calculated rate is less than 33.3%, then the floor will be set lower than indicated in the table below. While the table below shows the progression of floors based on the currently [available](#) data, if the 10th percentile increases, it will take longer to get to the calculated floor.

| School Year | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-------------|---------|---------|---------|---------|---------|---------|---------|
| ABE Floor | 20.0% | 20.0% | 26.7% | 26.7% | 35.6% | 35.6% | 44.0% |
| ESL Floor | 26.0% | 26.0% | 34.7% | 34.7% | 46.3% | 46.3% | 50.1% |

Student Achievement Category

This category reflects the rate of students who passed a secondary credential sub-test and/or earned a secondary credential. This category also reflects the rate of students who earned a high-level, industry-recognized career and technical education (CTE) certification.

³³ [In response to newly mandated ABE assessments, 2019-20 ABE Educational Gain performance will be exempted from the possible points a school can earn. DC PCSB will still calculate the proportion of ABE Education Gain points that would have been possible for a school to earn. The proportion of ABE Educational Gain points possible will be deducted from the overall points possible, and ABE Educational Gain performance will not factor into the school's total score. For additional information, see pages 7, 110, and 111 of this document.](#)

1. Earned Secondary Credential Measure
 - a. This measure captures the percentage of eligible students who earned an English or Spanish GED, and the percentage of students who earned a National External Diploma Program (NEDP) credential.
 - b. Floor and Target
 - i. The target is an aspirational 100%.
 - ii. Beginning with the 2019-20 AE PMF and every two years thereafter, the floor will move to the 10th percentile of local or national GED attainment performance (whichever is lower). “Local” refers to GED attainment rates from Washington, DC’s adult education public charter sector. “National” refers to GED attainment rates from the GED Testing Service. Percentiles will be calculated using a weighted average of the most recent (and available) three years’ worth of data; the lowest 10th percentile between the local and national percentiles will be floor for this measure.
2. GED Subject Test Achievement Measure
 - a. This measure captures the percentage of eligible students who pass individual GED subject tests as they work toward achieving the GED credential.
 - b. Floor and Target
 - i. The target is an aspirational 100%.
 - ii. Beginning with the 2019-20 AE PMF and every two years thereafter, the floor will move to the 10th percentile of local or national GED subject performance (whichever is lower). “Local” refers to GED subject test pass rates from Washington, DC’s adult education public charter sector. “National” refers to country-wide GED subject test pass rates from the GED Testing Service. Percentiles will be calculated using a weighted average of the most recent (and available) three years’ worth of data; the lowest 10th percentile between the local and national percentiles will be floor for this measure.
3. Earned High-Level Certification Measures
 - a. These measures capture the percentage of eligible students who earn an industry-recognized CTE certification that includes rigorous assessments and requirements that lead to higher wages in a high-demand field.³⁴ Performance rates from high-

³⁴ DC PCSB has approved six certifications as High-Level Certifications. DC PCSB staff will, on an annual basis, evaluate additional certifications for inclusion on the list of approved High-Level Certifications. DC PCSB will approve certifications that require students to complete 125+ seat hours and lead to a high-wage, high-demand career pathway in Washington, DC.

level certification programs with fewer than ten students are not displayed on the school's scorecard; however, they will be included in the Student Achievement score.

- b. Floor and Target
 - i. Beginning with the 2019-20 AE PMF, and every two years thereafter, the target for each certification (or set of certifications) is set at the three-year average local or national certification attainment rate plus 15 (whichever is lower/available). If adding 15 to the three-year average certification attainment rate exceeds 100, the target will be capped at 100.
 - ii. The floor for each certification (or set of certifications) is set at 0.

| Measure | Floor | Target | Weight |
|--|-------|--------|------------------|
| Earned Secondary Credential | 53.3 | 100 | # of test takers |
| GED Subject Test Achievement | 53.3 | 100 | # of test takers |
| Earned Child Development Associate Certification | 0 | 68.3 | # of test takers |
| Earned Medical Assistant Certification/ Certified Medical Assistant/Registered Medical Assistant Certification | 0 | 100 | # of test takers |
| Earned CompTIA A+ Certification | 0 | 83.3 | # of test takers |
| Earned Heating, Ventilation, and Cooling Technician Certification | 0 | 79.3 | # of test takers |
| Earned National Nurse Aide Assessment Program Certification | 0 | 100 | # of test takers |

College and Career Readiness Category

This category includes measures that capture students' employment outcomes or entry into postsecondary education. It reports whether students who entered the adult education program either retained or entered a job or entered postsecondary education or training after exiting the program. Realizing that it is hard to follow up with every student who exited a program, schools can earn points for the measures in this category if they survey at least 50.0% of their exiting students. Conversely, schools that do not survey at least 50.0% of their exiting students earn zero points for the measure(s) in this category.

- 1. Entered Employment or Postsecondary Measure
 - a. This measure captures the percentage of students entering an adult education school without a job who are either employed in

DC PCSB will also approve certifications that are recognized by OSSE's Office of Career and Technical Education.

the first quarter after the quarter of exit from the adult education program or enrolled in a postsecondary school or training program before the end of the program year. It also captures the percentage of students not captured in any College and Career Readiness (CCR) measures who earned a secondary credential in the prior program year and entered postsecondary education or training after exiting the adult education program.

- b. Floor and Target
 - i. The target is 90.0%.
 - ii. The floor is set at the 10th percentile of local or national CCR performance (whichever is lower). “Local” refers to Entered Employment or Postsecondary rates from Washington, DC’s adult education public charter sector. “National” refers to Entered Employment/Postsecondary data reported by OCTAE. Percentiles will be calculated using a weighted average of the most recent (and available) two or three years’ worth of data; the lowest 10th percentile between the local and national percentiles will be floor for this measure.
2. Retained Employment or Entered Postsecondary Measure
 - a. This measure captures the percentage of students entering an adult education school with a job who are either still employed in the third quarter after the quarter of exit from the adult education program or who entered postsecondary education or training before the end of the program year.
 - b. Floor and Target
 - i. The target is 95.0%.
 - ii. The floor is set at the 10th percentile of local or national CCR performance (whichever is lower). “Local” refers to Retained Employment or Entered Postsecondary rates from Washington, DC’s adult education public charter sector. “National” refers to Retained Employment or Entered Postsecondary rates reported by OCTAE. Percentiles will be calculated using a weighted average of the most recent (and available) two or three years’ worth of data; the lowest 10th percentile between the local and national percentiles will be floor for this measure.

| Measure | Floor ³⁵ | Target | Weight |
|--|---------------------|--------|--------|
| Entered Employment or Postsecondary | 31.6 | 90.0 | 20 |
| Retained Employment or Entered Postsecondary | 45.5 | 95.0 | |

Leading Indicators Category

This category reports attendance and persistence rates, both of which are key predictors of whether students make academic gains.

1. Attendance

a. This measure captures the average in-seat attendance (ISA) rate.

b. Floor and Target

- i. The target is set at the 90th percentile of school performance.
- ii. The floor is set at the 10th percentile of school performance.
- iii. The floor and target are based on the previous three years of local adult education ISA rates from school years 2015-16, 2016-17, and 2017-18.

2. Persistence

a. This measure captures the percentage of students who stay at an adult education school long enough to complete a single cycle of instruction. It is measured depending on the program; for example, the retention of students in an ABE or ESL program is measured based on taking a pre- and post-test and a student in a CTE certification program may be measured by attempting a certification test or the required number of program hours.

b. Floor and Target

- i. The target is set at the 90th percentile of school performance.
- ii. The floor is set at the 10th percentile of school performance
- iii. The floor and target are based on the previous three years of local adult education persistence rates from school years 2015-16, 2016-17, and 2017-18.

| Measure | Floor | Target | Weight |
|-------------|-------|--------|--------|
| Attendance | 54.2 | 71.1 | 7.5% |
| Persistence | 63.7 | 83.0 | 12.5% |

³⁵ For the 2018-19 PMF, the floors for the CCR category are based on 2014-15 and 2015-16 OCTAE data because the national 10th percentile data are lower than the local 10th percentile data.

Mission Specific Goals Category (Untiered)

Each adult education school may display up to three mission specific goals on its PMF. The goals schools choose to display must be codified in their charter agreement.³⁶ The PMF scorecard displays the percentage of students meeting each Mission Specific Goal. These data are not included within the tiered PMF. There are three types of Mission Specific Goals for the AE PMF:

1. Assessments – goals using assessments other than the NRS-approved assessments reporting math and/or reading gains as a grade-level equivalency score.
2. CTE certifications – industry-recognized certifications that can help to advance students' employment opportunities, which are not included in the high-level certifications measure.
3. Other performance-based measures – measures that are unique to a school's programs not otherwise captured in the PMF.

Weights

The table below reports the weight each category (or combination of categories) receives.

| Category/Measure | Weight |
|--|--------------|
| Student Progress: ABE Educational Gain | 60%* |
| Student Progress: ESL Educational Gain | |
| Student Achievement | |
| Career and College Readiness | 20% |
| Leading Indicators: Attendance | 7.5% |
| Leading Indicators: Persistence | 12.5% |
| Mission Specific Goals | Display Only |

* Weighting based on the number of students in each category/measure.

- The combined Student Progress and Student Achievement categories comprise 60.0% of the total possible points a school can earn. The possible points are assigned to each measure in these categories based on the relative n-size of students in each measure. For school year 2019-20, the possible points and points assigned to the ABE Educational Gain measure will then be removed from the school's overall score calculation (meaning the score will be calculated out of less than 100 possible points). This one-year exemption is an accommodation for schools that are required to administer newly approved ABE assessments beginning July 1, 2019. The remaining possible points from

³⁶ Each charter agreement includes a set of goals and academic achievement expectations schools must commit to meeting.

each Student Progress: ABE, Student Progress: ESL and the Student Achievement category are weighted based on n-size:

- The College and Career Readiness category makes up 20.0% of the possible points a school can earn. The two measures within the category are weighted based on n-size.
- The Leading Indicator category makes up 20.0% of the possible points a school can earn. This category has two measures: Attendance (which makes up 7.5% of the possible points a school can earn), and Persistence (which makes up 12.5% of the possible points a school can earn).
- The Mission Specific category has no weight and is not included in the calculation of the tier. This is a display-only category.

All adult education schools are measured using the same framework.

Each measure has a specific approved weight, which describes how much the measure will impact the overall score.

| Category | Measure | Weight | Floor | Target |
|------------------------------|---|---------------------|-------|--------|
| Student Progress | ABE Educational Gain | 60 ^{37.0%} | 20.0 | 100 |
| | ESL Educational Gain | | 26.0 | 100 |
| Student Achievement | Earned Secondary Credential (GED or NEDP) | | 53.3 | 100 |
| | GED Subject Test Achievement | | 53.3 | 100 |
| | Earned Child Development Associate Certification | | 0 | 68.3 |
| | Earned Certified Medical Assistant/Registered Medical Assistant Certification | | 0 | 100 |
| | Earned CompTIA A+ Certification | | 0 | 83.3 |
| | Earned Heating, Ventilation, and Cooling Technician Certification | | 0 | 79.3 |
| | Earned National Nurse Aide Assessment Program Certification | 0 | 100 | |
| College and Career Readiness | Entered Employment or Postsecondary | 20.0% | 31.6 | 90.0 |

³⁷In response to newly mandated ABE assessments, 2019-20 ABE Educational Gain performance will be exempted from the possible points a school can earn. DC PCSB will still calculate the proportion of ABE Education Gain points that would have been possible for a school to earn. The proportion of ABE Educational Gain points possible will be deducted from the overall points possible, and ABE Educational Gain performance will not factor into the school's total score.

| | | | | |
|--------------------|--|-------|------|------|
| | Retained Employment or Entered Postsecondary | | 45.5 | 95.0 |
| Leading Indicators | Attendance | 7.5% | 54.2 | 71.1 |
| | Persistence | 12.5% | 63.7 | 83.0 |

A school that does not offer a particular program (e.g., GED preparation courses or ESL programming), or has no students in a given year partake in a particular program, ~~such as GED preparation courses or ESL programming,~~ will receive no points for the measure, with ~~100%~~all of the weight being given to the remaining measure(s) within the category. ~~If a school does not offer a program resulting in either a GED or NEDP, the school will not receive a score for that category.~~

Data Sources and Methodology

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|-------------------------|-------------------------------------|--|---|--|
| Student Progress | ABE and ESL Educational Gain | Percentage of adult students who complete the ABE or ESL level at which they entered by end of the program year. | <p>Components</p> <ul style="list-style-type: none"> • Students with both a pre-test and post-test score <ul style="list-style-type: none"> ◦ Pre-test scores must come from an NRS-approved assessment ◦ Post-test scores must come from an NRS-approved assessment • Students who gained at least one EFL based on NRS assessment cut scores <p>Metric</p> $\left[\frac{\text{\# of students gaining at least one EFL from the pre-test to the post-test by the end of the program year}}{\text{\# of students with a pre-test and post-test + the number of eligible students without a pre-test}} \right] \times 100$ <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service <ul style="list-style-type: none"> ◦ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy | This measure reflects learning gains in a student's lowest performing subject as measured by tests that are valid and reliable for adults and disengaged youth. Participants make significant educational gains that demonstrate progress toward their educational, employment, and postsecondary education and training goals. Programs will report educational gains using assessments validated for use with the adult population and aligned with the EFLs as described by the National Reporting System (NRS) for Adult Education. Schools serving ABE students must administer, at a |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|---|
| | | | <ul style="list-style-type: none"> • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment • If a student passes away while enrolled at the school during the program year, the student will be excluded from this measure. <p>Notes</p> <ul style="list-style-type: none"> • Students are assigned to an NRS educational functioning level (EFL) based on their pre-test and post-test using the cut scores identified by assessment and subject according to the March 2019 update. ABE and ESL levels are determined by the scores students earn on the TABE and CASAS assessments. Please see Appendix D for detailed information on the cut scores for each level. • DC PCSB will report progress for each student based on the subject on which each student had the lowest pre-test NRS EFL score. ABE students must take, at a minimum, the literacy and numeracy subject tests. • For students whose lowest pre-test score is at the same NRS EFL on multiple subjects, schools may choose which subject to report on for progress. • Students are counted as meeting the student progress metric when <ul style="list-style-type: none"> ○ Their post-test ABE or ESL level is greater than their pre-test ABE or ESL level, or ○ They pass the GED Subject test that corresponds to their lowest performing ABE subject during the program year and they do not post-test after passing said GED subject test, or | <p>minimum, literacy and numeracy subtests from an NRS-approved assessment. See the Federal Register for a list of NRS-approved assessments:</p> <ul style="list-style-type: none"> • September 2017 Notice • February 2018 Notice • September 2018 Notice <p>As of July 1, 2019, schools are required to use new ABE assessments. According to test vendors, the new assessments are significantly different and more rigorous than the previously authorized tests. As such, the AE PMF will suspend accountability expectations for ABE programming for one year.</p> |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|--|--|
| | | | <ul style="list-style-type: none"> ○ They attain the National External Diploma Program (NEDP) credential during the program year and they do not post-test after attaining the NEDP. • If a student has a pre-test score in ABE or ESL level 6, the student is not included in the measure. • Students with a pre-test score in ABE or ESL level 5 must score at least one point above the score range to qualify as progressing beyond ABE or ESL level 5. • If a student is in both the ABE and ESL programs and takes both assessments, then DC PCSB will use the ABE assessment for this measure if the student scores at ESL level 4 or higher on the pre-test. If the student scores at ESL level 3 or below on the pre-test, then DC PCSB will use the ESL assessment. • Schools must report on all students who meet the 15 calendar day rule. • Students enrolled in a school's ABE and/or ESL program without a NRS-approved assessment pre-test, will be weighted as a zero for Student Progress. • Schools must post-test a minimum of 60.0% of eligible students to receive points for this measure (for ABE and ESL separately). If a school falls under this rate, zero points will be assigned to the corresponding Student Progress measure. To count toward the post-test participation rate, students must, at a minimum, be post-tested in their lowest performing subject. • <u>In response to ABE assessment changes on July 1, 2019, the 2019-20 AE PMF will enact Exemption and Hold Harmless provisions</u> <ul style="list-style-type: none"> ○ <u>Exemption:</u> ABE Educational Gain performance will be exempted from the possible points a school can earn. ABE Educational Gain performance will be display-only. | <p><u>thereby giving schools a grace period as they adjust their instructional practices to better align with the new ABE assessments. For details, see the Exemption and Hold Harmless descriptions on this page and page 111.</u></p> <p><u>The hold harmless approach is similar to the action DC PCSB pursued in 2014 when the District transitioned from using the DC CAS to the PARCC assessment. On the 2014-15 PMF, DC PCSB did not score or tier any schools with a combination of pre-kindergarten through grade 12 because of the change in the state assessment.</u></p> |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <ul style="list-style-type: none"> o <u>Hold Harmless:</u> Schools whose 2018-19 ABE Educational Gain points possible are equal to or greater than 33.3 will receive neither a score nor a tier on the 2019-20 AE PMF. | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|-----------------------------------|---|---|--|---|
| <p>Student Achievement</p> | <p>Earned Secondary Credential</p> | <p>Percentage of students attempting and passing the GED or state-recognized equivalent in the program year</p> | <p>Components</p> <ul style="list-style-type: none"> Students scoring “likely to pass” on the GED Ready while enrolled or who are recommended by the LEA to take the GED test Students earning an NEDP diploma, students in the NEDP assessment phase with at least four items in Portfolio Review who exit the school Students earning a GED or state-recognized secondary diploma in the program year <p>Metric</p> $\left[\frac{\begin{array}{c} \# \text{ of students who earn a secondary credential/diploma} \\ \text{or state-recognized equivalent in the program year} \\ \# \text{ of students who earn the NEDP diploma} + \\ \# \text{ of students with 4 or more items in NEDP Portfolio Review who exit without the diploma} + \\ \# \text{ of students scoring likely to pass on all 4 (or all remaining) GED Ready tests in the program year} + \\ \# \text{ of students recommended by the school to take the GED test without a GED Ready test} \end{array}}{\# \text{ of students who earn a secondary credential/diploma or state-recognized equivalent in the program year} + \# \text{ of students who earn the NEDP diploma} + \# \text{ of students with 4 or more items in NEDP Portfolio Review who exit without the diploma} + \# \text{ of students scoring likely to pass on all 4 (or all remaining) GED Ready tests in the program year} + \# \text{ of students recommended by the school to take the GED test without a GED Ready test}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> Students are counted as meeting this measure if they earn the NEDP diploma. Students are counted as not meeting this measure if they have at least four items in portfolio review and exit without earning the NEDP diploma. Students are also counted as meeting this measure if they score “likely to pass” on the GED Ready on all subjects and pass all subjects on the GED tests. All students who score “likely to pass” on all four GED Ready tests at least 60 days prior to the end of the program year are included. If a student scores “likely to pass” in the last 60 days of the program year, then the school may choose to include the student in the current program year or the next year | <p>This measure reflects the attainment of a GED or the state-recognized equivalent. This measure reflects whether students have obtained the skills needed to get a job, retain a job, or attend college without needing remedial classes.</p> |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|--|-----------|
| | | | <ul style="list-style-type: none"> • Students may also be included if they have already passed up to two GED subject tests in a different GED program (e.g., another LEA or a community-based organization) and score “likely to pass” on GED Ready for their remaining subjects while enrolled • Students must be enrolled in the AE school when they take the GED Ready to count, but the student does not need to be enrolled in the AE school when s/he takes the GED test as long as it is during the program year • Students with extenuating circumstances that do not allow them to take the GED test will not be included in this measure; these circumstances are limited to: <ul style="list-style-type: none"> ○ Transferred to a diploma granting high school ○ Incarceration ○ Medical leave (including maternity leave – this different from pregnancy) ○ Moved out of the country ○ Death • Students who cannot take the GED test due to District policies may be excluded from the measure (e.g., waiting periods) • DC PCSB will use comparable GED Ready “likely to pass” scores for the English GED Ready and the Spanish GED Ready exams based on the probabilities of passing the GED test as provided to DC PCSB by the GED Testing Service <ul style="list-style-type: none"> ○ For the English GED Ready, “likely to pass” is a score of 145 or greater ○ For the Spanish GED Ready, “likely to pass” is a score of 150 or greater • Students who do not take the GED Ready test or do not score “likely to pass” but take the operational | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|--|-----------|
| | | | <p>GED test based on the recommendation of the LEA, per OSSE regulations, are included in this measure</p> <ul style="list-style-type: none"> • Only students included in the denominator may be included in the numerator • DC PCSB works with OSSE to gather data and documentation on students taking GED Ready tests, GED tests, and/or students in the assessment phase of the NEDP. OSSE data and school data are combined to determine students included in the metric. If there is a discrepancy between school and OSSE data, the school should provide additional documentation. <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service <ul style="list-style-type: none"> ○ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------------------------|-------------------------------------|--|--|---|
| | | | <ul style="list-style-type: none"> In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment | |
| Student Achievement | GED Subject Test Achievement | Percentage of students who score "likely to pass" on a GED Ready subject test that pass the corresponding GED subject test | <p>Components</p> <ul style="list-style-type: none"> Students scoring "likely to pass" on the GED Ready while enrolled who take a GED subject test Students recommended by the LEA to take the GED test who take a GED subject test Students passing GED subject tests during the program year <p>Metric</p> $\frac{\begin{array}{l} \# \text{ of GED subject tests passed during the program year} \\ \# \text{ of GED Ready "likely to pass" scores from enrolled students} \\ \text{during the program year who took the corresponding GED subject test(s)} \\ \text{and/or} \\ \# \text{ of school recommendations to take a GED subject test(s)} \\ \text{for enrolled students who took the corresponding GED subject test(s) w/o a GED Ready} \\ \text{"Likely to pass" score.} \end{array}}{\# \text{ of GED Ready "likely to pass" scores from enrolled students during the program year who took the corresponding GED subject test(s) and/or \# of school recommendations to take a GED subject test(s) for enrolled students who took the corresponding GED subject test(s) w/o a GED Ready "Likely to pass" score.}} \times 100$ | This measure reflects the passage of a GED subject tests. This measure reflects whether students have obtained the skills needed toward earning a secondary credential. |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|--|-----------|
| | | | <p>Notes</p> <ul style="list-style-type: none"> • All students are included who are in a GED program and score “likely to pass” on a GED Ready subject test while enrolled in the school or are recommended by the school to take the GED and who took the corresponding GED subject test during the program year • Students may be counted in the denominator (and numerator) multiple times, once for each GED Ready subject test on which they score “likely to pass” or are recommended by the school and take the corresponding GED subject test, but each student is included in the n-size weighting only once • Students must be enrolled in the AE school when they take the GED Ready to be included, but the student does not need to be enrolled in the AE school when s/he takes the GED test as long as it was taken during the program year • All students without a secondary credential who pre-test at ABE 6 on an NRS approved assessment and take a GED subject test during the program year are included in the measure • Participation Rate: At least 75% of “likely to pass” scores on the GED Ready while enrolled in the school, students recommended by their school to take the GED, and ABE 6 pre-testers who are in a GED program must also have a corresponding GED score during the program year (unless the “likely to pass” score was achieved in the last 60 days of the program year) <ul style="list-style-type: none"> ○ If a 75% participation rate is not achieved, then the school earns a zero for this measure ○ If a student scores “likely to pass” on a GED Ready subject test with fewer than 60 days left in program year, schools may choose to | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|--|-----------|
| | | | <p>include the student's subject test in the current year or the next program year</p> <ul style="list-style-type: none"> ○ The participation rate is based on the number of "likely to pass" scores not the number of students, so if one student earns "likely to pass" scores on multiple subject tests, then s/he would be included in this rate once for each subject on which s/he scored "likely to pass" ○ Other than death, there are no exclusions from the participation rate <ul style="list-style-type: none"> • DC PCSB will use comparable GED Ready "likely to pass" scores for the English GED Ready and the Spanish GED Ready exams based on the probabilities of passing the GED test as provided to DC PCSB by the GED Testing Service <ul style="list-style-type: none"> ○ For the English GED Ready, "likely to pass" is a score of 145 or greater ○ For the Spanish GED Ready, "likely to pass" is a score of 150 or greater • Only students included in the denominator may be included in the numerator • DC PCSB works with OSSE to gather data and documentation on students taking GED Ready tests and/or GED tests. OSSE data and school data are combined to determine students included in the metric. If there is a discrepancy between school and OSSE data, the school should provide additional documentation. <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <ul style="list-style-type: none"> ○ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale | | | | | | | | | | | | |
|--|---|---|---|---------------|-------------------|------------------|---------|--|-----------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---|-----------------------------------|--------------------------------------|---|
| Student Achievement | Earned High-Level Certification | Percentage of students who completed the coursework for high-level, industry-recognized CTE certifications that earn the certifications | <p>Components</p> <ul style="list-style-type: none"> Students earning Level 4 certifications (see table below) Students enrolled in Level 4 certification programs with a positive Persistence outcome who completed the coursework and began the practicum (if applicable) <p>Metric</p> $\left[\frac{\text{Number of students earning a Level 4 certification}}{\text{Number of students enrolled in a Level 4 certification program with a positive Persistence outcome who completed the coursework (and began the practicum, if applicable) who were enrolled in the certification program in the current year, previous year, or two years ago depending on the certification (see table)}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> Level 4 certifications are: <table border="1" data-bbox="909 878 1497 1370"> <thead> <tr> <th>Certification</th> <th>Certifying Agency</th> </tr> </thead> <tbody> <tr> <td>A+ Certification</td> <td>CompTIA</td> </tr> <tr> <td>Medical Assistant Certification (CCMA)</td> <td>National Healthcareer Association</td> </tr> <tr> <td>Registered Medical Assistant (RMA)</td> <td>American Medical Technologists (AMT)</td> </tr> <tr> <td>Certified Medical Assistant (CMA)</td> <td>American Association of Medical Assistants (AAMA)</td> </tr> <tr> <td>Child Development Associate (CDA)</td> <td>Council for Professional Recognition</td> </tr> </tbody> </table> | Certification | Certifying Agency | A+ Certification | CompTIA | Medical Assistant Certification (CCMA) | National Healthcareer Association | Registered Medical Assistant (RMA) | American Medical Technologists (AMT) | Certified Medical Assistant (CMA) | American Association of Medical Assistants (AAMA) | Child Development Associate (CDA) | Council for Professional Recognition | This measure reflects the attainment of an industry-recognized CTE certifications with rigorous requirements, including an assessment that leads to employment in a high-wage, high-demand field. This measure reflects whether students have obtained the skills needed to get a job in a high-wage, high-demand field, advance in a current job, or retain a job. |
| Certification | Certifying Agency | | | | | | | | | | | | | | | |
| A+ Certification | CompTIA | | | | | | | | | | | | | | | |
| Medical Assistant Certification (CCMA) | National Healthcareer Association | | | | | | | | | | | | | | | |
| Registered Medical Assistant (RMA) | American Medical Technologists (AMT) | | | | | | | | | | | | | | | |
| Certified Medical Assistant (CMA) | American Association of Medical Assistants (AAMA) | | | | | | | | | | | | | | | |
| Child Development Associate (CDA) | Council for Professional Recognition | | | | | | | | | | | | | | | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale | | | | | | | | | | | | | | | |
|---|---|-------------|--|---|------------------------------------|--|---|-----------------------|---|----|--------------|------|--------------|------------------|--------------|-------|-----|---------------|--|
| | | | <table border="1" data-bbox="909 228 1499 553"> <tr> <td data-bbox="909 228 1152 386">Heating, Ventilation, and Cooling (HVAC) Technician Certification</td> <td data-bbox="1152 228 1499 386">Mainstream Engineering Corporation</td> </tr> <tr> <td data-bbox="909 386 1152 553">National Nurse Aide Assessment Program (NNAAP)</td> <td data-bbox="1152 386 1499 553">National Council of State Boards of Nursing (NCSBN)</td> </tr> </table> <ul data-bbox="856 591 1583 873" style="list-style-type: none"> • Students are included in this measure if they counted positively for Persistence when they were enrolled in the school in the current year, previous year, or two years ago, depending on the certification (see table below) • Some higher-level certifications require more than one program year to complete due to practicums, so this measure reports on the outcomes of students in the following timespans: <table border="1" data-bbox="909 878 1503 1179"> <thead> <tr> <th data-bbox="909 878 1182 976">Level 4 Certification</th> <th data-bbox="1182 878 1503 976">Students enrolled in the certification program:</th> </tr> </thead> <tbody> <tr> <td data-bbox="909 976 1182 1008">A+</td> <td data-bbox="1182 976 1503 1008">Current year</td> </tr> <tr> <td data-bbox="909 1008 1182 1040">HVAC</td> <td data-bbox="1182 1008 1503 1040">Current year</td> </tr> <tr> <td data-bbox="909 1040 1182 1105">CCMA, CMA or RMA</td> <td data-bbox="1182 1040 1503 1105" rowspan="2">One year ago</td> </tr> <tr> <td data-bbox="909 1105 1182 1138">NNAAP</td> </tr> <tr> <td data-bbox="909 1138 1182 1179">CDA</td> <td data-bbox="1182 1138 1503 1179">Two years ago</td> </tr> </tbody> </table> <ul data-bbox="856 1214 1608 1365" style="list-style-type: none"> • For certifications that require a practicum outside of the course hours (CMA, RMA, and CDA), students are included in this measure if they are a positive outcome in the Persistence measure and began their practicum | Heating, Ventilation, and Cooling (HVAC) Technician Certification | Mainstream Engineering Corporation | National Nurse Aide Assessment Program (NNAAP) | National Council of State Boards of Nursing (NCSBN) | Level 4 Certification | Students enrolled in the certification program: | A+ | Current year | HVAC | Current year | CCMA, CMA or RMA | One year ago | NNAAP | CDA | Two years ago | |
| Heating, Ventilation, and Cooling (HVAC) Technician Certification | Mainstream Engineering Corporation | | | | | | | | | | | | | | | | | | |
| National Nurse Aide Assessment Program (NNAAP) | National Council of State Boards of Nursing (NCSBN) | | | | | | | | | | | | | | | | | | |
| Level 4 Certification | Students enrolled in the certification program: | | | | | | | | | | | | | | | | | | |
| A+ | Current year | | | | | | | | | | | | | | | | | | |
| HVAC | Current year | | | | | | | | | | | | | | | | | | |
| CCMA, CMA or RMA | One year ago | | | | | | | | | | | | | | | | | | |
| NNAAP | | | | | | | | | | | | | | | | | | | |
| CDA | Two years ago | | | | | | | | | | | | | | | | | | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <ul style="list-style-type: none"> • If a school is offering a Level 4 certification for the first time, the results would be display-only for that first year and not scored • High-level certification programs with fewer than ten students are not displayed on the school's scorecard but will be included in the Student Achievement score. <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service <ul style="list-style-type: none"> ◦ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|-------------------------------------|--|---|---|--|
| College and Career Readiness | Entered Employment or Entered Postsecondary | Percentage of adult students who are in the labor force but enter the program without a job and either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program. | <p>Components Survey respondents:</p> <ul style="list-style-type: none"> • Students who exited the program and were not employed when they entered the program • Students who exited in the prior program year with a secondary credential and were not captured already in any College and Career Readiness measures • Students who are employed one* quarter after their exit quarter • Students who have entered postsecondary education or training before the end of the program year <p>Metric</p> $\frac{\begin{array}{l} \text{Students who are employed one quarter after exiting or have entered} \\ \text{postsecondary education or training before the end of the program year} \\ \text{AND students who have entered postsecondary education or training who} \\ \text{exited in the prior program year with a secondary credential and were not} \\ \text{counted in the numerator for any CCR measures in the prior year} \end{array}}{\begin{array}{l} \text{Students who were not employed at entry and exited in} \\ \text{prior quarter 4 or current quarters 1, 2, or 3} \end{array}} \times 100$ <p>Notes *For schools electing to use NRS employment follow up timeframes, follow up is two quarters after exit.</p> <ul style="list-style-type: none"> • School must follow up with eligible students one* quarter after they exit the program. For additional details, see Appendix E. • Schools are expected to develop and administer surveys to track the college and career outcomes for their students after they exit the program. Results | This measure reflects the number of students who exit the program and enter employment and/or enter a postsecondary program. Schools will receive points if students either enter employment or a postsecondary program. |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <p>of these surveys should be documented and saved for data collection and validation cycles by DC PCSB. Questions that every school should ask on these surveys are found in Appendix F.</p> <ul style="list-style-type: none"> • Students are counted as meeting the College and Career Readiness metric if the school's total response rate for this metric is at least 50%. • If a school does not meet the 50% response rate for this measure, the school will receive zero points for the measure weighted by 50% of the students who qualify for the measure. In cases where the number of students who qualify is odd, DC PCSB will use the unrounded calculation in its weighting. • If a school does not have the survey results documentation for a student, the student is treated as a non-response. • If a student is a non-response in the school's survey results, but the student's outcomes are captured via other valid means (e.g., Jacob France Institute or National Student Clearinghouse data), then the student will be counted as having a positive outcome. • Students are excluded from this metric and the survey response rate if they are identified as being out of the labor force (see definition below). • If a student updates his/her labor force status for maternity leave, chronic illness or any other reason, then the school is required to provide documentation of this update to DC PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. DC PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle. | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <ul style="list-style-type: none"> • If a school graduates students with a Spanish GED and the student enrolls in ESL courses within the same school (“first school”) or elsewhere, then they will not be included in the College and Career Readiness category cohort. The first school will receive credit for student achievement only. If the student does not enroll in ESL courses, the first school will still be required to track College and Career Readiness outcomes for this student. • Students with a secondary credential who enroll in an adult education school’s vocational program can be counted as entering postsecondary education or training upon exit from the school. • Students with a secondary credential who exit the reporting school and enroll in another school’s career training program can be counted as entering post-secondary education or training by the reporting school. Students who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary. • Students who exited in the program year but are enrolled again at the time of the data collection are considered continuing students and their outcomes are not reported until they exit. • If a school does not know whether a student was employed at entry, then the student is treated as not employed at entry and should be followed up on two quarters after exit. • Students can be labeled out of the labor force for the AE PMF for one of the following reasons: <ul style="list-style-type: none"> ○ Retired ○ Full-time parenting (including maternity leave) ○ Ill health or disability ○ Institutionalized (e.g., incarceration) ○ Full-time student | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <ul style="list-style-type: none"> ○ Living outside the United States <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service <ul style="list-style-type: none"> ○ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment for a recently enrolled student. | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|--|--|---|-----------|
| | <p>Retained Employment or Entered Postsecondary</p> | <p>Percentage of adult students who either a) enter the program with a job, or b) obtain a job after exit, and <i>remain employed</i> in the third quarter after program exit, or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.</p> | <p>Components Survey respondents:</p> <ul style="list-style-type: none"> Students who exited the program and were employed when they entered the program and/or students who exited the program and were employed one* quarter after exiting Students who are employed three** quarters after their exit quarter or who have entered postsecondary education or training before the end of the program year <p>Metric</p> $\left[\frac{\text{Students who are employed three quarters after exiting or have entered postsecondary education or training before the end of the program year}}{\text{Students who were employed at entry or employed one quarter after exiting and exited in prior quarters 2, 3, or 4 or current quarter 1}} \right] \times 100$ <p>Notes</p> <ul style="list-style-type: none"> * For schools electing to use NRS employment follow up timeframes, follow up is two quarters after exit. ** For schools electing to use NRS employment follow up timeframes, follow up is four quarters after exit. School must follow up with students three** quarters after they exit the program. For additional details, see Appendix E. Schools are expected to develop and administer surveys to track the college and career outcomes for their students after they exit the program. Results of these surveys should be documented and saved for data collection and validation cycles by DC PCSB. Questions that every school should ask on these surveys are found in Appendix F. Students are counted as meeting the College and Career Readiness metric if the school's total response rate for this metric is at least 50%. If a school does not meet the 50% response rate for this measure, the school will receive zero points for | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <p>the measure weighted by 50% of the students who qualify for the measure.</p> <ul style="list-style-type: none"> • If a school does not have the survey results documentation for a student, the student is treated as a non-response. • If a student is non-response in the school's survey results, but the student's outcomes are captured via other valid means (e.g., Jacob France Institute or National Student Clearinghouse data), then the student will be counted as having the outcome. • Students are excluded from this metric and the survey response rate if they are identified as being out of the labor force (see definition below). • If a student updates his/her labor force status for maternity leave, chronic illness or any other reason, then the school is required to provide documentation of this update to DC PCSB. Schools should not automatically classify students who go on maternity leave as withdrawing from the labor force. DC PCSB will review these requests for a modification to labor force participation on a case-by-case basis during the annual data collection cycle. • If a school graduates students with a Spanish GED and the student enrolls in ESL courses within the same school ("first school") or elsewhere, then they will not be included in the College and Career Readiness category cohort. The first school will receive credit for student achievement only. If the student does not enroll in ESL courses, the first school will still be required to track College and Career Readiness outcomes for this student. • Students with a secondary credential who enroll in an adult education school's vocational program can be counted as entering the postsecondary education or training upon exit from the school. | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|--|-----------|
| | | | <ul style="list-style-type: none"> • Students with a secondary credential who exit the reporting school and enroll in another school's career training program can be counted as entering postsecondary education or training by the reporting school. Students who exit and enroll in another GED or secondary credentialing program are not counted as entering postsecondary. • Students who exited in the program year but are enrolled again at the time of the data collection are considered continuing students and their outcomes are not reported until they exit. • If a school does not know whether a student was employed at entry, then the student is treated as not employed at entry and should be followed up on two quarters after exit. That survey response is then used to determine whether the student is eligible for the Persistence measure. • Students can be labeled out of the labor force for the AE PMF for one of the following reasons: <ul style="list-style-type: none"> ○ Retired ○ Full-time parenting (including maternity leave) ○ Ill health or disability ○ Institutionalized (e.g., incarceration) ○ Full-time student ○ Living outside the United States <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service <ul style="list-style-type: none"> ○ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|---------------------------|-------------------|--------------------------|--|--|
| | | | <ul style="list-style-type: none"> Students are tracked based on their individual date(s) of enrollment Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) Schools may un-enroll students for non-attendance consistent with the school's attendance policy Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment | |
| Leading Indicators | Attendance | In-seat attendance rate. | <p>Components</p> <ul style="list-style-type: none"> Students meeting the 15 calendar day rule (see below) Daily student attendance records during the program year <p>Metric</p> $\left[\frac{\text{\# of days present}}{\text{\# of days enrolled}} \right] \times 100$ <p>Notes Aligns with District of Columbia Public Schools (DCPS) calculation and calculation for all other Performance Management Frameworks.</p> <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 | This metric reflects the percentage of students attending classes daily. |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|---------------------------|--------------------|---|---|---|
| | | | <p>consecutive calendar days and have received at least 12 hours of service</p> <ul style="list-style-type: none"> ○ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy. For reporting purposes, schools may backdate students' exit date to the first day of non-attendance. • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment | |
| Leading Indicators | Persistence | Number of students who meet the persistence criteria for their program, divided by the total number of students who | <p>Components</p> <ul style="list-style-type: none"> • Students meeting the 15 calendar day rule (see below) • Students with a persistence outcome appropriate to their program <p>Metric</p> | This measure reflects the percentage of students enrolled in adult education schools who meet the persistence criteria for their program. |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|--|---|-----------|
| | | meet the 15 calendar day rule during the program year. | $\left[\frac{\text{Students meeting the retention criteria for their program}}{\text{Students enrolled during the program year and meeting the 15 calendar day rule}} \right] \times 100$ <p>Notes The following are ways that a student may be counted as persisting in a program year:</p> <ul style="list-style-type: none"> • Both a pre- and post-test on an NRS-approved assessment <ul style="list-style-type: none"> ○ Pre-test on an NRS-approved assessment from the prior program year (no more than three months before the start of the new program year) and a post-test in the current program year ○ In alignment with the Student Progress measure described on page 92, in lieu of an NRS-approved post-test, a student may be counted as persisting if they earn the NEDP credential or pass the GED Subject test that corresponds to their lowest performing ABE subject during the program year and they do not post-test after earning the NEDP or passing said GED subject test • If no secondary credential: Pre-test at ABE level 6 on an NRS-approved assessment pre-test and have attempted at least one GED subject test or are in the NEDP assessment phase during the program year • If secondary credential: Pre-test at ABE level 6 (in current year or previous year) on an NRS-approved assessment and attempt a certification exam or completed (pass the course or proof from college/university that student attended full duration of course) a dual enrollment course while enrolled during the program year | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|---|-----------|
| | | | <ul style="list-style-type: none"> • Pre-test on an NRS-approved assessment (or previously have earned an ABE level 6) and earn a secondary credential while enrolled during the program year • Pre-test and post-test on a pre-approved non-NRS-approved assessment (e.g., TABE Español, NWEA MAP, or Supera) <ul style="list-style-type: none"> ◦ Assessments must be approved by DC PCSB ◦ Schools will submit the assessments they will use before the start of the program year ◦ School- or teacher-created assessments will not be approved • Enrolled in a certification program that does not have a pre- and post-test and have attended at least 120 hours or attempted the program’s certification exam (or a practice certification exam approved by the certifying agency) <ul style="list-style-type: none"> ◦ Schools must submit the names of these students at the start of each enrollment period ◦ Schools must share whether students are working toward hours or an exam • Pre-test and post-test dates must be appropriately spaced based on the publisher’s guidelines. • If a student took both an NRS-approved assessment and a mission-specific goals assessment, the NRS-approved assessment will be used for the Persistence measure. • Eligible students without any NRS-approved assessment, will go into the denominator for Persistence <ul style="list-style-type: none"> ◦ Eligible students: <ul style="list-style-type: none"> ▪ Enrolled in an ABE or ESL program ▪ Enrolled at least two months before the end of the program year • If a student took an NRS-approved assessment in the prior year less than three months before the | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|-------------|--|-----------|
| | | | <p>start of the current year, that assessment may be counted as the pre-test</p> <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service <ul style="list-style-type: none"> ◦ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any AE PMF measures (unless they are in the enrollment audit) • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment | |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|-------------------------------|---|--|--|--|
| Mission Specific Goals | Career and Technical Education certifications or alternative academic assessments offered by the school, not measured in the Student Achievement category | <p>Schools may elect mission specific goals for the following areas:</p> <p>A) Certification: Number of students earning industry-recognized certification divided by the number of exiting students enrolled in the certification course as well as the number of students earning industry-recognized certification divided by the number of exiting students taking the</p> | <p>All mission specific goals will be non-tiered measures in the AE PMF. The goals schools choose to display must be codified in their charter agreement. DC PCSB will display the percentage of students meeting or exceeding each school's mission specific goal(s).</p> <p>Schools must report the required measure on all students who receive 12 hours or more of service and are eligible for the mission specific goal as determined by the school.</p> <p>Metric</p> $\left[\frac{\text{\# of students meeting the mission specific goal}}{\text{\# of students eligible for the mission specific goal}} \right] \times 100$ <p>15 Calendar Day Business Rule</p> <ul style="list-style-type: none"> • Students are included in the AE PMF measures if they have been enrolled in the school for at least 15 consecutive calendar days and have received at least 12 hours of service <ul style="list-style-type: none"> ◦ Service includes orientation, instruction, academic or career counseling, and school-organized internships or dual enrollment • All students in the audited enrollment are included in the AE PMF measures • Students are tracked based on their individual date(s) of enrollment • Students who enroll in a program and un-enroll prior to the 15th calendar day are not included in any | <p>This measure provides schools with the opportunity to demonstrate progress on vocational programming unique to the school's mission and academic assessments that are not aligned with NRS reporting.</p> |

| Category | Measure(s) | Description | Components, Method, Additional Notes | Rationale |
|----------|------------|--|---|-----------|
| | | <p>certification exam.</p> <p>B) Assessments: Number of students gaining at least one grade level divided by the number of test takers (within one program year).</p> <p>C) Performance-based Measures: Other areas of the school program that may not be comparable across school programs.</p> | <p>AE PMF measures (unless they are in the enrollment audit)</p> <ul style="list-style-type: none"> • Schools may un-enroll students for non-attendance consistent with the school's attendance policy • Schools must follow all legal requirements for students who are under the age of 18 or who receive special education or English language learner funds • In the event of an unplanned school closure (e.g., snowstorm or building damage) of three or more consecutive days, DC PCSB will work with the school to adjust the 15 calendar days of enrollment | |

Supplemental Materials

Appendix C: Overview and Testing Guidance for NRS-Approved Assessments in use among DC's Adult Education Public Charter Schools

| Category | Assessment Name | Publisher | NRS Approval | Purpose | Subtests | DC PCSB Minimum Required Subtests | Publisher's Pre- and Post-testing Timeframes | Additional DC PCSB Requirements |
|-----------------------------|--|----------------------------------|--|---|--------------------------------------|---|--|---|
| Adult Basic Education (ABE) | Comprehensive Adult Student Assessment Systems (CASAS): -Reading GOALS -Math GOALS | CASAS | Reading GOALS approved through February 2, 2025. Math GOALS approved through March 2, 2022. | CASAS can be used to assess adult students' proficiency level and to measure learning progress. The assessment may be used to place students in the appropriate program/instructional level. The test can also be used for program evaluation and accountability. | No separately administered subtests. | Schools must administer the Reading and Math tests. | Minimum 40 hours of instruction; 70-100 hours of instruction recommended. | -All ABE students must be tested in math and reading. -Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise. |
| ABE | Tests of Adult Basic Education (TABE): -TABE 11 & 12 | Data Recognition Corporation/CTB | TABE 11 & 12 approved through September 24, 2024. | TABE can be used as a placement exam and to assesses adult learners' educational growth. The test can also be used for program evaluation and accountability. | -Reading -Math -Language | Schools must administer the Reading and Math tests. | -For students testing into ABE Levels 1-4: minimum 40 hours of instruction; 50-60 hours of instruction recommended. -For students testing into ABE/ASE Levels 5 and 6: 30-59 hours of instruction recommended. -If the pre- and post-tests are | -All ABE students must be tested in math and reading. -Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise. |

| Category | Assessment Name | Publisher | NRS Approval | Purpose | Subtests | DC PCSB Minimum Required Subtests | Publisher's Pre- and Post-testing Timeframes | Additional DC PCSB Requirements |
|---|---|--------------------------------|------------------------------------|---|--------------------------------------|---|---|--|
| | | | | | | | at the same difficulty level and use the same form: 60-80 hours of instruction recommended. | |
| English Language Acquisition/English as a Second Language (ESL) | Basic English Skills Test (BEST): -BEST Literacy -BEST Plus 2.0 | Center for Applied Linguistics | Approved through February 2, 2021. | -BEST Literacy can be used as a placement, diagnostic, progress, and proficiency assessment. The test can also be used for program evaluation and accountability. -BEST Plus 2.0 can be used to assess the oral language proficiency of adult English language learners. | No separately administered subtests. | Schools must administer the BEST Literacy and BEST Plus 2.0 | Minimum 60 hours of instruction; 80-100 hours of instruction recommended. | Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise. |
| ESL | CASAS: -Life and Work Listening - Life and Work Reading | CASAS | Approved through February 2, 2021. | CASAS can be used to assess adult students' proficiency level and to measure learning progress. The assessment may be used to place students in the appropriate program/instructional level. The test can also be used for program evaluation and accountability. | No separately administered subtests. | Schools must administer reading test. | Minimum 40 hours of instruction; 70-100 hours of instruction recommended. | -Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise. |

| Category | Assessment Name | Publisher | NRS Approval | Purpose | Subtests | DC PCSB Minimum Required Subtests | Publisher's Pre- and Post-testing Timeframes | Additional DC PCSB Requirements |
|-----------------|--|----------------------------------|------------------------------------|--|---|--|---|---|
| ESL | Tests of Adult Basic Education Complete Language Assessment System - English (TABE CLAS-E) | Data Recognition Corporation/CTB | Approved through February 2, 2021. | TABE CLAS-E can be used to evaluate students who are English language learners. The test can be used to place students in appropriate courses and to monitor students' progress in developing reading, listening, writing, and speaking skills. The test can also be used for program evaluation and accountability. | -Reading -Listening -Writing -Speaking | Schools must administer the Reading, Listening, and Writing tests. | -For students testing into ESL levels 1-6 when testing with an alternate form (e.g., form 9 to form 10): minimum 40 hours of instruction; 50-60 hours of instruction recommended. - If the pre- and post-tests are at the same difficulty level and use the same form: 60-80 hours of instruction recommended. | -Post-tests must be at the same difficulty level or higher than the administered pre-test, unless publisher guidance states otherwise. -Beginning school year 2018-19, schools must administer the Battery assessment (DC PCSB will no longer accept Survey scores). |

Appendix D: Assessment Table for Educational Functioning Levels

Currently, programs are using CASAS, TABE 11 & 12, TABE CLAS-E, and BEST from the list of NRS-approved tests. The following is a comparison chart of those tests used for ABE and ESL students. DC PCSB will follow the publisher’s recommendation if updates are made after the PMF Policy & Technical Guide are finalized.

Adult Basic Education (ABE)

| NRS Educational Functioning Level | TABE 11 & 12 Scale Scores | CASAS GOALS Scale Scores |
|--|--|---|
| Level 1: Beginning Literacy | Reading: 300-441 Math: 300-448 Language: 300-457 | Reading: 200 <u>203</u> and below Math: 200 <u>193</u> and below |
| Level 2: Beginning ABE | Reading: 442-500 Math: 449-495 Language: 458-510 | Reading: 204 <u>216</u> Math: 201 <u>194-210</u> <u>203</u> |
| Level 3: Low Intermediate ABE | Reading: 501-535 Math: 496-536 Language: 511-546 | Reading: 217 <u>227</u> Math: 211 <u>204-220</u> <u>214</u> |
| Level 4: High Intermediate ABE | Reading: 536-575 Math: 537-595 Language: 547-583 | Reading: 229 <u>238</u> Math: 221 <u>215-235</u> <u>225</u> |
| Level 5: Low Advanced Adult Secondary Education (ASE) | Reading: 576-616 Math: 596-656 Language: 584-630 | Reading: 239 <u>248</u> Math: 236 <u>226-245</u> <u>235</u> |
| Level 6: High Advanced ASE | Reading: 617-800 Math: 657-800 Language: 631-800 | Reading: 249 <u>246</u> and above Math: 246 <u>236</u> and above |

English as a Second Language (ESL)

| NRS Educational Functioning Level | TABE CLAS-E | CASAS Scale Scores | BEST Plus 2.0 |
|--|---|--|--|
| Level 1: Beginning ESL Literacy | Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407 | Reading: 180 and below Listening: 162-180 | Plus: 88-361 (SPL 0-1) Literacy: 0-20 (SPL 0-1) |

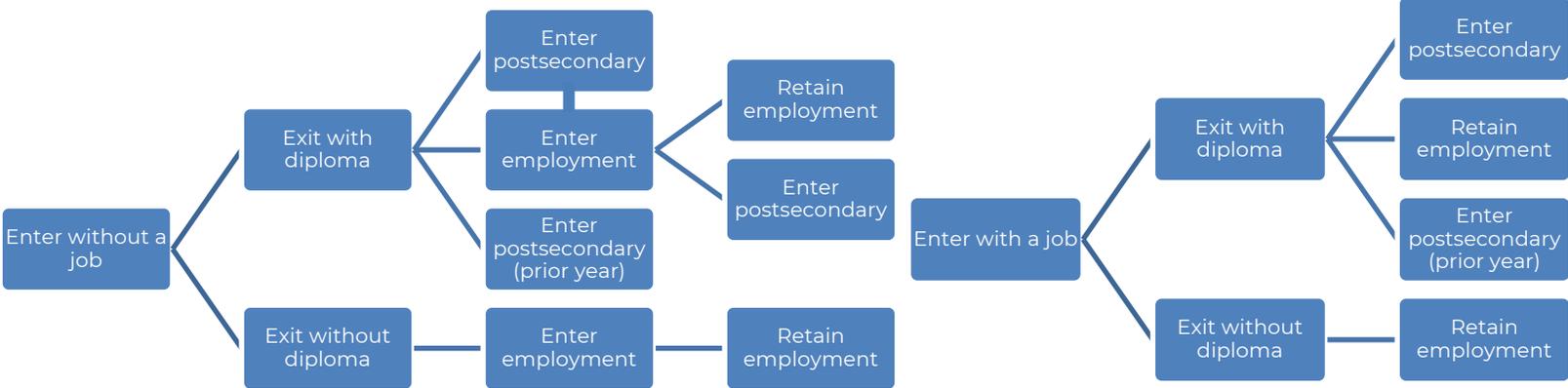
| NRS Educational Functioning Level | TABE CLAS-E | CASAS Scale Scores | BEST Plus 2.0 |
|--|---|--|--|
| Level 2: Low Beginning ESL | Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449 | Reading: 181-190 Listening: 181-189 | Plus: 362-427 (SPL 2) Literacy: 21-52 (SPL 2) |
| Level 3: High Beginning ESL | Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485 | Reading: 191-200 Listening: 190-199 | Plus: 428-452 (SPL 3) Literacy: 53-63 (SPL 3) |
| Level 4: Low Intermediate ESL | Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525 | Reading: 201-210 Listening: 200-209 | Plus: 543-484 (SPL 4) Literacy: 64-67 (SPL 4) |
| Level 5: High Intermediate ESL | Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558 | Reading: 211-220 Listening: 210-218 | Plus: 485-524 (SPL 5) Literacy: 68-75 (SPL 5) |
| Level 6: Advanced ESL | Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600 | Reading: 221-235 Listening: 219-227 | Plus: 525-564 (SPL 6) Literacy: 76-78 (SPL 6) |

Appendix E: College and Career Readiness Overview

| Metric | Start of Follow-up | Length of Follow-up | Numerator | Denominator | Example |
|--|---|---|--|---|--|
| Entered Employment or Entered Postsecondary | First quarter after exit (Second quarter if following NRS Guidelines) | Enter Employment – within the first quarter after exit. Enter Postsecondary – up to end of program year. | Students in the denominator who are employed in the first quarter after the quarter of exit or Enter Postsecondary before the end of the program year <i>Note: If students earn a job after they entered the program, the school must follow up again with the student during the first quarter to earn credit for entering employment.</i> | Exiting students who entered the program/program year without a job or gained a job after they entered the program. | If 100 students exit a program, none of whom entered the program/program year with a job, and the school determines through follow-up that 40 students entered employment and 13 different students entered a postsecondary program, the value would be $53/100$, or 53% of students entered employment or entered a postsecondary program. |
| Entered Postsecondary Prior Program Year* <i>*Note: This is a component of the Entered Employment or Entered Postsecondary measure (one single measure)</i> | Any time after exit, if credit was not received in any other metric | Up to end of subsequent program year. | Exiting students who earned a GED or high school diploma and did not Enter or Retain Employment from the previous program year and did not already earn credit for entering a postsecondary program who have Entered Postsecondary. | See above. | Fifty students exit the program with a GED or high school diploma. During the first quarter after they exit the program, the school determines that 20 of these students entered a postsecondary program. Thirty students with a GED or high school diploma were not identified as entering postsecondary during the follow-up. During the next program year, the school determines that 10 more students entered a postsecondary program. These 10 students would be added to the numerator for entering a postsecondary program. |

| Metric | Start of Follow-up | Length of Follow-up | Numerator | Denominator | Example |
|--|---|--|---|--|---|
| Retained Employment or Entered Postsecondary | Third quarter after exit (fourth quarter if following NRS Guidelines) | Retain Employment – within the third quarter after exit. Enter Postsecondary – up to end of program year. | Students in the denominator that are employed in the third quarter after the quarter of exit or enter postsecondary before the end of the program year. | Exiting students who enter the program/program year with a job plus students who obtain a job in the first quarter after exit. | Five students who entered the program/program year with a job and another five students who obtained a job in the first quarter after exit, a pool of 10 exited students, are contacted in the third quarter after exit. Seven of those students still have a job, and 1 additional student entered a postsecondary program. The value would be 8/10, or 80%, of students retained employment or entered a postsecondary program. |

These flowcharts illustrate which students are eligible for each metric.



Appendix F: College and Career Readiness Follow-Up Schedule

| Follow Up Timeframes: Quarters 2 and 4 | | CCR - Entered Employment or Entered Postsecondary | CCR - Retained Employment or Entered Postsecondary |
|---|-------------------------|--|--|
| Quarter | Month Student Exited | Follow-Up Window | Follow-Up Window |
| 1 | July | January-March | July-September (of the next school year) |
| | August | | |
| | September | | |
| 2 | October | April-June | October-December (of the next school year) |
| | November | | |
| | December | | |
| 3 | January | July-September | January-March (of the next school year) |
| | February | | |
| | March | | |
| 4 | April | October-December | April-June (of the next school year) |
| | May | | |
| | June | | |

| Follow Up Timeframes: Quarters 1 and 3 | | CCR - Entered Employment or Entered Postsecondary | CCR - Retained Employment or Entered Postsecondary |
|---|-------------------------|---|--|
| Quarter | Month Student Exited | Follow-Up Window | Follow-Up Window |
| 1 | September | December-February | June-August |
| | October | | |
| | November | | |
| 2 | December | March-May | September-November |
| | January | | |
| | February | | |
| 3 | March | June-August | December-February |
| | April | | |
| | May | | |
| 4 | June | September-November | March-April |
| | July | | |
| | August | | |

Appendix G: College and Career Readiness Measures Survey Follow-up Questions

All follow-up surveys used for the AE PMF should include the following suggested questions. DC PCSB will request a copy of your full survey questions prior to the data collection phase.

At entry:

1. Do you have a high school diploma, GED, or other secondary credential recognized in the United States/transferable secondary credential?
2. Are you currently employed?

For Obtained Employment/Entered Postsecondary Follow-ups:

1. Are you currently employed (if asking within the follow-up window) or were you employed within three months of leaving the program (between <date> and <date>)?
 - a. If no, what is the reason that you are not working?
2. Are you enrolled in any education or training programs?
 - a. If yes, what is the goal of the education or training program?

For Retained Employment/Entered Postsecondary Follow-ups:

1. Are you currently employed (if asking within the follow-up window) or were you employed nine months to a year after leaving the program (between <date> and <date>)?
 - a. If no, what is the reason that you are not working?
2. Are you enrolled in any education or training programs?
 - a. If yes, what is the goal of the education or training program?

**Alternative Accountability Framework
Eligibility**

Alternative Accountability Framework—Eligibility

Identifying Alternative Schools

Some public charter schools strive to provide alternative programs in order to serve the population as defined by this policy. DC PCSB recognizes that the standard Performance Management Frameworks (PK-8, HS, and AE) can be inappropriate for measuring a school serving a population that is considerably different and more challenged than that of most schools. For a school to be eligible for the Alternative Accountability Framework (AAF), it will meet all of the following criteria:

- (1) The percentage of the school's students who are identified as having at least one of the following risk factors is at least 60%:
 - a. Receiving special education services at levels 3 or 4.
 - b. Is at least two years over-aged and under-credited for their grade level.
 - c. Is pregnant or mothering.
 - d. Is homeless
 - e. Has been involved with the criminal or juvenile system as follows:
 - i. is currently under court supervision in a criminal, juvenile, or PINS case
 - ii. has been or is currently detained or incarcerated in a juvenile detention center or adult correctional facility³⁸
 - iii. has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case
 - f. Has been expelled.
 - g. Has been involved with the child abuse and neglect system, as follows:
 - i. is currently under or has been subject to court supervision in an abuse and neglect
 - ii. has been adjudicated neglected by a court in the District of Columbia or another jurisdiction; this risk factor includes but is not limited to current or former placement in foster care
 - iii. regardless of court involvement is currently receiving or has received services through DC's Child and Family Services Agency (CFSA) or a comparable agency in a different jurisdiction as a result of abuse and neglect
 - h. Has a parent³⁹ who is either currently detained in an adult correctional facility subject to pending criminal charges or who is currently incarcerated as a result of criminal conviction, or has

³⁸ A student's previous overnight detention in such a facility, regardless of the ultimate outcome of any criminal charges, is sufficient to meet this risk factor.

³⁹ Note that the student does not need to have lived with this parent in order to qualify under this risk factor.

- previously been incarcerated in an adult correctional facility within the past two years as a result of criminal conviction
- i. Has been hospitalized due to a psychiatric condition.
- (2) The school's mission specifically expresses its desire to serve at-risk and/or high-level special education students.⁴⁰
 - (3) The school serves grades that fall within the traditional PK-12 system with the ultimate aim of students earning a DC high school diploma by meeting or exceeding the [DC high school graduation requirements](#) or serves students ages 3-24 in an ungraded program where students earn certificates of IEP completion.

Schools that meet the above criteria shall be approved by DC PCSB to use the AAF. The following schools are currently eligible for the Alternative Accountability Framework (AAF) until their next charter review or renewal:

- Goodwill Excel Center PCS
- Kingsman Academy PCS
- Maya Angelou PCS – High School Campus
- Monument Academy PCS
- St. Coletta PCS
- The Children's Guild DC PCS

Categories and Measures

Once a school is eligible to be evaluated using the Alternative Accountability Framework, it will consult with DC PCSB staff to design a unique set of goals aligned to specific categories⁴¹ of quality, with traditional and/or non-traditional measures,⁴² metrics,⁴³ and targets unique to the school's program. This school's unique AAF will be subject to approval of the Board and will ultimately be incorporated into the school's charter as its charter goals and student achievement expectations. Each school's AAF will be measured annually, and the achievement results will be shared publicly.

Schools should select one or more measures for each of the categories below:

- **Student Progress** – Academic improvement over time on the statewide assessment.

⁴⁰ Schools whose original mission does not include serving alternative students but whose student populations have evolved to include larger percentages of at-risk and high-need special education students may amend their missions.

⁴¹ Categories – general dimensions of quality or achievement.

⁴² Measures – general instruments or means to assess performance in each area defined by a category.

⁴³ Metrics – the calculation method or formula for a given measure.

- **Student Achievement** – Academic proficiency on the statewide assessment and additional assessments such as NWEA MAP, Scantron Performance Series, or Renaissance Learning.
- **Gateway/Postsecondary Readiness** – Outcomes in key subjects that indicate future success or that are aligned to college and career readiness such as graduation rates of four-, five-, six-, and seven-year cohorts, SAT/ACT performance, Accuplacer results, preparation of FAFSA (student aid) applications, workforce readiness, credit/course completion, or other postsecondary readiness metrics.
- **Student Engagement** – Predictors of student achievement such as suspension rates, truancy rates, in-seat attendance rates, student re-engagement rates, and positive socio-emotional or psychological adjustment rates.

Metrics

DC PCSB staff will work with the eligible schools to select the specific measures that will gauge the school's performance, including both traditional and non-traditional measures aligned to the categories above. The specific targets for each school may be determined using baseline data from previous years or results from other schools serving similar populations of students in Washington, DC, or other districts in the country.

Appendix A: Acceptable Documentation for Verifying Risk Factors for Alternative Accountability Framework

The following lists documentation PCSB’s third-party assessor will accept as verification of the risk factors that qualify a Public Charter School for the Alternative Accountability Framework. The third-party assessor may also consider comparable verifying evidence not listed here.

Unless otherwise noted, the documentation will satisfy the specified risk factor as long as it reflects the student’s status at any point from the beginning of the school year for which the Public Charter School seeks AAF status until the date of submission of the AAF application. Similarly, “current” or “currently” mean at any point from the beginning of the school year for which the school seeks AAF status until the date of submission of the AAF application.

a. Receiving special education services at levels 3 or 4

- Verification from Statewide Longitudinal Education Data system

b. Is at least two years over-aged and under-credited for their grade level

- Verification from Statewide Longitudinal Education Data system

If students are the age below by September 1 of the current school year, they are eligible:

| Grade | Age |
|--------------|-------------|
| K | 7 or older |
| 1 | 8 or older |
| 2 | 9 or older |
| 3 | 10 or older |
| 4 | 11 or older |
| 5 | 12 or older |
| 6 | 13 or older |
| 7 | 14 or older |
| 8 | 15 or older |
| 9 | 16 or older |
| 10 | 17 or older |
| 11 | 18 or older |
| 12 | 19 or older |

c. Is pregnant or mothering

- Record from doctor or medical professional that reflects student is pregnant or mothering; record should include date, student's name, source of determination that student is pregnant or mothering, and signature and contact information of doctor or medical professional.
- Completed Form 1: written attestation from a medical professional or school counselor, including any DC Department of Health employee, indicating student's status as pregnant or mothering.

d. Is homeless⁴⁴

- Official records provided by OSSE or McKinney-Vento Homeless liaison that student qualifies as homeless.

e. Has been involved in the juvenile or criminal system as follows:

i. Is currently under court supervision in a PINS, juvenile, or adult criminal case

- Court document showing student has an open PINS case, juvenile case, or adult criminal case⁴⁵ in the District of Columbia or any other jurisdiction; documentation should include student's name, court case number, and reference to a future court date.
- Record from student's probation or parole officer, case worker, or social worker; documentation should include student's

⁴⁴A "homeless" student is one who lacks a fixed, regular and adequate nighttime residence and includes students who are:

- Sharing housing of other persons due to loss of housing or economic hardship or similar reasons;
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelter, including DC transitional housing;
- Living in a primary nighttime resident that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Living in a hospital due to abandonment;
- Awaiting foster care placement;
- Migratory; or
- Unaccompanied

⁴⁵A student will be considered to have an open PINS case, juvenile case, or adult criminal case if the student is currently:

- pending hearing, trial, or disposition or on probation in a juvenile or PINS case;
- committed to the DYRS or juvenile system in another jurisdiction; or
- pending hearing, trial, or sentencing or on probation or parole in an adult criminal case.

name, court case number, name and contact information of probation or parole officer, case worker, or social worker, and reference to a future court hearing, appointment, or meeting date. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.

- Completed Form 3: written attestation from a legal, social service, or other professional attesting that student has an open PINS, juvenile, or adult criminal case.

ii. **Is currently or has previously been detained or incarcerated in a juvenile detention center or adult correctional facility⁴⁶**

- Record from juvenile detention center or adult correctional facility showing date and student's name. Detention centers and correctional facilities include but are not limited to the Youth Services Center; New Beginnings Youth Development Center; Central Detention Facility (DC Jail); Correctional Treatment Facility. Records from juvenile detention centers or adult correctional facilities in a jurisdiction other than the District of Columbia are also acceptable. Acceptable records include, but are not limited to, letters, memos, or other correspondence.
- Completed Form 3: written attestation from a legal, social service, or other professional attesting that student is currently or has previously been detained or incarcerated in a juvenile detention center or adult correctional facility in the District of Columbia or another jurisdiction.

iii. **Has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case**

- Court document showing that student has been adjudicated in a juvenile or PINS case or convicted in an adult case in the District of Columbia or any other jurisdiction; documentation should include student's name, court case number, and reference to adjudication or conviction.
- Completed Form 3: written attestation from a legal, social service, or other professional attesting that student has been adjudicated in a juvenile or PINS case or convicted in an adult criminal case.

f. **Has been expelled**

- Record from official or administrator from DCPS, a DC public

⁴⁶ A student's prior overnight detention in such a facility, regardless of the ultimate outcome of any criminal charges, is sufficient to meet this risk factor.

charter school, or school system in another jurisdiction; record should include student's name and name and contact information of school official or administrator and should reference that student did not leave a previous school voluntarily. Acceptable records include, but are not limited to, letters, memos, or other correspondence.

g. Has been involved with the child abuse and neglect system, as follows:

i. Is currently subject to court supervision or was previously subject to court supervision in an abuse and neglect case

- Court document showing student is currently the subject of an open abuse and neglect case⁴⁷ or was previously the subject of an abuse and neglect case in the District of Columbia or any other jurisdiction; documentation should include student's name and court case number.
- Record from student's case worker or social worker; documentation should include student's name, court case number, and name and contact information of case worker or social worker. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.
- Confirmation from OSSE, in response to data request, that student currently is or has previously been affiliated with DYRS and/or CFSA.
- Completed Form 2: written attestation from a legal, social service, or other professional attesting that student is currently subject to court supervision or was previously subject to court supervision in an abuse and neglect case.

ii. Has been adjudicated neglected by a court in the District of Columbia or another jurisdiction; this risk factor includes but is not limited to student's current or former placement in foster care

- Court document from the District of Columbia or another jurisdiction showing that the court has made a finding of neglect; documentation should include student's name and court case number and reference to either the neglect adjudication or any post-adjudication disposition or permanency plan including protective supervision, third-party

⁴⁷ A student will be considered to have an open abuse and neglect case if the student is currently the subject of an abuse or neglect case that has not been dismissed or closed.

placement, commitment, foster care placement, custody determination, guardianship, or adoption.

- Record from student's case worker or social worker; documentation should include student's name, court case number, name and contact information of case worker or social worker and reference to either the neglect adjudication or any post-adjudication disposition or permanency plan including protective supervision, third-party placement, commitment, foster care placement, custody determination, guardianship, or adoption. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.
- Record that caregiver of student currently receives or has received foster care or adoption subsidy payments for student. Documentation should show student's name. Acceptable records include, but are not limited to, annual benefits notification, receipt from payment, notification of payment, or approval letter for foster care or adoption subsidy payments.
- Completed Form 2: written attestation from a legal, social services or other professional attesting that the student has been adjudicated neglected by a court of law.
- Confirmation from OSSE, in response to data request, that student is currently or has been affiliated with CFSA.

iii. **Regardless of court involvement, is currently receiving or has received services through DC's Child and Family Services Agency (CFSA) or a comparable agency in a different jurisdiction as a result of allegations of abuse or neglect⁴⁸**

- Record from agency case worker or social worker regarding services provided to student and/or student's then-current parent or caregiver. Documentation should include student's name, reference to types of services provided and dates of services, and name and contact information of case worker or social worker. Acceptable records include, but are not limited to, emails, letters, memos or other correspondence.

h. **Has a parent⁴⁹ who is either currently detained in an adult correctional facility subject to pending criminal charges or who is currently incarcerated or has previously been incarcerated in an**

⁴⁸ Mere investigation of an allegation of child abuse and neglect, without further substantiation or services, is insufficient under this risk factor.

⁴⁹ Note that the student does not need to have lived with the parent in order to qualify under this risk factor.

adult correctional facility as a result of criminal conviction, or who, at any time within the two years before the start of the current school year, was incarcerated in an adult correctional facility as a result of criminal conviction

- Record from adult correctional facility showing date and parent's name. Correctional facilities include but are not limited to the Central Detention Facility (DC Jail) and the Correctional Treatment Facility. Records from adult correctional facilities in a jurisdiction other than the District of Columbia are also acceptable. Acceptable records include, but are not limited to, letters, memos, or other correspondence.
- For students with a parent who has been detained during the school year, either subject to pending criminal charges or as a result of criminal conviction and sentence, documentation should include parent's name, court case number, dates of detention, and, if detention is a result of criminal conviction, reference to conviction and/or commitment order.
- For students with a parent who has been previously incarcerated, documentation should reflect *both* the criminal conviction and the location and dates of incarceration, including parent's name, court case number, dates of detention, and reference to conviction and/or commitment order.
- Court document showing that parent has been convicted in an adult criminal case and/or sentenced to a period of incarceration. Documentation should include parent's name, court case number, and reference to conviction and/or commitment order
- Completed Form 4: written attestation from a legal, social service, or other professional attesting that the student's parent:
 - Is currently held in an adult correctional facility in the District of Columbia or another jurisdiction; or
 - Within the two years prior to the beginning of the current school year, was held in an adult correctional facility in the District of Columbia or another jurisdiction as a result of criminal conviction.

i. Has been hospitalized due to a psychiatric condition

- Record from a legal, social service, medical, or other professional documenting the dates and reasons for student's hospitalization. Documentation should include student's name, date and

location of hospitalization, brief description of reason for hospitalization,⁵⁰ and contact information for professional. Acceptable records include, but are not limited to, emails, letters, memos, or other correspondence.

⁵⁰ "For psychiatric treatment" will be considered an adequate reason.

Form 1 (Pregnant or Mothering)

Attestation by Medical Professional or School Counselor Regarding Student who is Pregnant or Mothering

I, _____, and employed by _____, located at
_____, hereby certify the following to the best of my knowledge:

_____ (the student) is (choose one or both):

_____ pregnant

_____mothering

My relationship to the student is as follows: (specify) _____.

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

Signature of Attesting Professional

Date

Printed Name

Title

Organization

Contact Phone

CONFIDENTIALITY NOTICE: PLEASE NOTE THAT THIS INFORMATION IS BEING PROVIDED SOLELY FOR THE PURPOSE OF DOCUMENTING RISK FACTORS THAT QUALIFY THE PUBLIC CHARTER SCHOOL THE STUDENT ATTENDS FOR AN ALTERNATIVE ACCOUNTABILITY FRAMEWORK. THIS INFORMATION WILL NOT BE USED FOR ANY OTHER PURPOSE.

DC PCSB will destroy all student data and provide written verification of the destruction of all copies of the student data to the applicant school 12 months following the date of completion of the project.

Form 2 (Abuse and Neglect System)

Attestation by Legal, Social Service, or Other Professional Regarding Student Involved in the Abuse and Neglect System

I, _____, and employed by _____, located at _____, hereby certify the following to the best of my knowledge.

_____ (the student):
(Complete one or more of the following)

1. is currently subject to court supervision in an abuse and neglect case in case number: _____.
2. was previously subject to court supervision in an abuse and neglect case in case number: _____.
3. was adjudicated neglected in case number _____ on _____ (date).

My relationship to the student is as follows: (specify) _____.
I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

Signature of Attesting Professional

Date

Printed Name

Title

Organization

Contact Phone

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Form 3 (Juvenile or Criminal System)
Attestation by Legal, Social Service, or Other Professional
Regarding Student Involved in the Juvenile or Criminal
System

I, _____, and employed by _____, located at _____, hereby certify the following to the best of my knowledge.

_____ (the student):
 (Complete one or more of the following)

1. is currently under court supervision in a PINS, juvenile, or criminal case in case number: _____.

If the student is currently on **probation or parole** and does not have a court date scheduled, check here ___ and indicate the following:

- If currently on **probation** in the juvenile or adult criminal system
 Name of probation officer: _____
 Phone number of probation officer: _____
- If currently on **parole** in the adult criminal system
 Name of parole officer: _____
 Phone number of parole officer: _____

2. is currently or has been detained or incarcerated in a juvenile detention center or adult correctional facility in the District of Columbia or another jurisdiction (juvenile detention centers include but are not limited to Youth Services Center, New Beginnings Youth Development Center; adult correctional facilities include but are not limited to Central Detention Facility (DC Jail), Correctional Treatment Facility)

Name of facility: _____
 Location of facility: _____
 Approximate dates of detention: _____

3. has been adjudicated in a juvenile or PINS case or has been found guilty in an adult criminal case in case no: _____.

My relationship to the student is as follows: (specify) _____.

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

 Signature of Attesting Professional Date

 Printed Name Title

 Organization Contact Phone

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Form 4 (Parent's Detention or Incarceration)
Attestation by Legal, Social Service, or Other Professional
Regarding Parent's Detention or Incarceration

I, _____, and employed by _____, located at _____, hereby certify the following to the best of my knowledge.

The following statement(s) concern _____, who is the parent of _____ (the student).

(Complete one or both of the following)

1. _____ (the parent) is currently held or has been during the current school year in adult correctional facility in the District of Columbia or another jurisdiction subject either to pending criminal charges or a criminal conviction.

Name of facility: _____
 Location of facility: _____
 Approximate dates of detention: _____

2. _____ (the parent), within the two years prior to the beginning of the current school year, has previously been held in an adult correctional facility in the District of Columbia or another jurisdiction as a result of a criminal conviction (adult correctional facilities).

Name of facility: _____
 Location of facility: _____
 Approximate dates of detention: _____

(Adult correctional facilities include but are not limited to Central Detention Facility (DC Jail) and Correctional Treatment Facility)

My relationship to the student is as follows: (specify) _____.

My relationship to the parent is as follows: (specify) _____.

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

 Signature of Attesting Professional

 Date

 Printed Name

 Title

 Organization

 Contact Phone

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PMF School Profile Page

Every school receives a profile page as part of the PMF. The profile page is the first page of the scorecard and gives contextual information about the school.

The profile page includes the following sections:

1. Basic School Information – including score and tier history
2. School Profile
3. Student Demographics
4. A Note from the School



2019

School Quality Report



WARD
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8th Street NW
Washington, DC 20000
202-555-5555
www.dc.org

Note From School

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Sample PCS



Tier Explanations

- 1 **High Performing**
(65.0% - 100.0%)
- 2 **Mid Performing**
(35.0% - 64.9%)
- 3 **Low Performing**
(0.0% - 34.9%)

Tiers and Scores

| Year | Score |
|------|-------|
| 2016 | 71.9% |
| 2017 | 85.0% |
| 2018 | 94.8% |
| 2019 | 95.5% |

School Profile (2019–20)

| Board Chair | Head of School | Executive Director | First School Year |
|-------------|--------------------------|--------------------|-------------------|
| First Last | First Last First Last | First Last | 2012-13 |

Grades Served Part of the K-12 DCJ network

| PK3 | PK4 | K | 1 | 2 | 3 | 4 | 5 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | Adult Ed |
| <input type="checkbox"/> |

Student Demographics (2018–19)

Total Enrollment
555



| | | | |
|---------------------------|-------|-------------------|------|
| American Indian/Alaskan | 8.4% | English Learner | 1.2% |
| Asian | 35.8% | Special Education | 5.0% |
| Black/African American | 8.5% | At-Risk | 8.5% |
| Hawaiian/Pacific Islander | 0.0% | | |
| Hispanic/Latino, any race | 0.2% | | |
| Two or More Races | 39.0% | | |
| White | 8.0% | | |

DC Public Charter School Board School Quality Report © 2019

1

1. Basic School Information

The basic school information section identifies the name of the school for each PMF scorecard. This also includes the current address, ward, and phone number for the school. DC PCSB publishes the current information for a

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school at the time of publication. If a school has multiple addresses, the PMF Profile page will display the primary location for a single school.

Additionally, the tier box shows the historical score and tier information for each school. If a school has received a PMF score and tier for several years, the historical information is listed on the scorecard for the current year and up to four previous years. Historical tiers will be added as they become available. Adult education schools received a summative score in 2018-19 for the first time, prior historical data will not be shown.

2. School Profile

The school profile section displays the school's current leadership and grade configuration at the time of the PMF publication. Since the PMF is typically produced four to five months after the school year ends, this section displays the current board chair and school leadership. If a school is adding a grade every year, the current grades served reflect the current year and not the grade configuration measured on the scorecard.

The AE PMF school profile will display the ages the school serves and the program offerings instead of the grade offerings.

3. Student Demographics

The student demographics section displays the school's demographic population the year prior to the release of the PMF. This information reflects the student body of the year the data are captured for the PMF. This is the only section on the profile page that contains data from the previous year.

The student demographics section is based on the enrollment and demographics certified by schools during OSSE's annual Data Validation process. The audited enrollment roster reflects students included in the Uniform Per Student Funding Formula "UPSFF" universe.

For demographic categories where UPSFF funding is based on the highest level of need served in that school year (Special Education, English Language Learners, and At-Risk), the final file is updated based on the highest level of need for each student. The following ethnicity/race categories are displayed in the Student Demographics section:

- Asian
- Black non-Hispanic
- Hispanic/Latino
- Native American/Alaskan Native
- Pacific Islander/ Native Hawaiian

- White non-Hispanic
- Multiracial

If OSSE changes its reporting guidance, DC PCSB will follow OSSE's reporting requirements.

The student demographic section also includes the English Language Learner (ELL), Special Education, and At-Risk populations for each school based on the OSSE final enrollment audit file and business rules. Special Education, ELL, and At-Risk categories do not apply to adult education campuses and are not displayed on the PMF scorecard.